

Writing and Editing for Media (revised 11/29)

Comm 2221-T-F 1:50-2:45 p.m.

Spring 2016~Journalism 281
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COURSE DESCRIPTION

Welcome to our newsroom! When you walk through this door, you leave school behind to a great degree and enter the journalism world. In this newsroom, you will learn reporting, writing, researching and multimedia techniques for all news media platforms, and then dig deeper into how social media (like Twitter, Facebook, blogging), community-centered journalism and multimedia elements can enhance coverage.

Even more importantly, you are officially a member of Lantern Media—newspaper, website and television—and all of your articles and projects will be written with the goal of publication.

This is unlike any other writing you have done, in that we use interviewing and reporting with real people to tell real, true stories that contain facts and quotes. Every story must have news value that appeals to our readers. We follow a very strict code of ethics that ensures we report fairly and accurately, that we write factually and we treat sources with respect. Journalism is made for people who have a burning desire to know EVERYTHING and share confirmed, factual information with others in a clear and concise style! We will work together to figure out how you can be that person.

Articles will be written and produced for the **OSU community**, and will include writing for print and Web (and Web 2.0) platforms, as well as recording sights and sounds for the Web, TV or audio broadcast. Unlike many other classes, this is the course where you will tweet, use Facebook, Periscope, Instagram and surf the Web during class time—as it serves to participate in class projects and discussions. You will be working with a Lantern editor to help ensure your articles have the greatest potential for publication, and you will eventually work toward a .

This class offers the opportunity for students to use iPad technology to research, report and create news content to, in the end, make all of you into journalists. You may use your own iPad or be assigned one for the course of the semester, with which you will access course materials and complete course assignments.

COURSE OBJECTIVES

- Write and produce professional news content, displaying a command of grammar, spelling, syntax and Associated Press style.
- Understand the need for fairness, accuracy and expediency in news stories.
- Demonstrate basic skills of interviewing and researching.
- Adhere to ethical journalistic practices and avoid libel.
- Begin to understand how social media and multimedia augment and enhance reporting, and utilize those skills in our reporting.

- To be able to walk into a newsroom and contribute as an editor and/or multimedia journalist on your first day—that means being proficient in reporting, writing, social media and identification of supporting multi-media elements.

By the end of the semester you will be able to:

1. Write news articles in the inverted pyramid and feature style.
2. Be able to identify news value and execute articles that contain news value.
3. Interview appropriate live human experts in person, and take accurate notes that are utilized in articles to provide paraphrased facts and supporting quotes.
4. Develop story ideas that will serve our Ohio State audience.
5. Utilize social media in a professionally constructive way.
6. Understand and create multimedia elements and full packages.
7. Get published in The Lantern and TheLantern.com, or get footage on Lantern TV.

Texts: ***iTunes U Course: Comm 2221-Writing and Editing for Media*** (Spring 2016, 1:50-2:45 pm)
<https://itunesu.itunes.apple.com/enroll/CFS-DEN-WFH>
iBook: “Always Get the Name of the Dog: A Guide to Interviewing” (available through iTunes store) \$2.99
Inside Reporting by Tim Harrower (suggested - [rent it here](#)):
AP Style Book App
The Lantern in print and [online](#) and [Lantern TV](#)
Columbus Dispatch for iPad ([free App](#), needs digital Dispatch subscription)

Others Things you will need:

- E-mail account you check AT LEAST once daily
- Follow Facebook page on iPad
- (www.facebook.com/OSUComm422)
- Follow Twitter account (www.twitter.com/Nicole_Kraft) and our blog, (<http://nicolekraftosu.wordpress.com/>)

Read *The Lantern* (print or online), *The Columbus Dispatch* e-edition, *HuffintonPost.com* and *nytimes.com* every day, so we may discuss stories—and you will be prepared for news budgeting.

Optional: [Jot Pro stylus](#) for note taking on iPad (Amazon)

Here is a breakdown of your assignments and the point opportunities they provide:

Assignment	Points
Professionalism / Tweets	50
In-Class Assignments/activities	100
News briefings and quizzes	100
News Story I	100
News localization	100
Feature	150
Midterm	200
Final	200

These points tallied together will give you your final grade of the following percentages: (100-93=A; 92-90=A-; 89-88 B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-60=D; 59 and below=E). I am not able to negotiate grades, either during or after the semester.

DATE OF FINAL EXAM: [Check Ohio State link](#)

Instructor Methods

I am a great believer in the power of students to engage in and drive their own education, which means taking a greater responsibility for an engagement in what happens in your classes. To that end, I do not subscribe to the “sage on the stage” class ideology, whereby I would lecture and you would (hopefully) listen. Instead, we follow what is known as the “reversed” model, which means your lectures are provided as short, compact videos that are watched at home BEFORE CLASS and supported with links to reading materials. Our class time is then dedicated to engaging with the material through a variety of activities and assessments to determine and build your comprehension.

In a conventional class, the lectures help establish an educational foundation, but then students are left to build the real structure of their learning alone through homework, and that structure may or may not be sound.

With the flipped class structure, students establish the foundation as part of that home pre-work, and then we build the structure of learning together, allowing us to see and correct weaknesses in the foundation and the structure.

I believe that this model helps students learn better, and in a speed and style that is more conducive to their needs. Do you learn better at 3 a.m. or 7 p.m.? Great! Class materials are available to you at any time of day or night through this model. Would you like to hear a lecture three or four times to take copious notes? With this model, you have that option. Do you prefer reading and not listening, or listening and not reading? All options are open, provided you engage in the material in some meaningful and effective way.

The workload is the same—meaning for a four-credit class for every hour of work you do in class you will spend four hours working at home. The main difference is your class time will not be spent being lectured to; you will be engaged in actively learning the material through discussion, exercises, activities and assignments.

The quality and quantity of our in-class learning means that your attendance and participation are crucial to your success, so please do not think that watching lectures at home means you do not need to come to class. As I said, that is the foundation. To truly build something meaningful, all of us we must work together.

This model also allows us to work more closely together, and for me to connect to each of you in a more focused and direct way, to assess and understand you individual needs and goals, and to, hopefully, maximize what you take from the class.

I believe more communication is better communication. At the end of every week you will receive from me an EMAILED “gentle reminder” where we look ahead at assignments and goals coming in the next week. These are intended to keep us both on track. Please make sure you are receiving these “gentle reminders” or let me know ASAP. Please let me know also if you have other ideas for what might augment our class or better serve your learning experience.

My goal is to get to know each of you better as students and people, to help your academic goals throughout this semester and beyond. I encourage you to email and tweet any and all questions that arise, to share information you discover outside our class content, and to meet with me during office hours or beyond. Invite me to coffee or lunch—I would love to go and talk about class or anything else!

Class Tools

To serve our “reversed” model, we utilize the online platform **iTunes U**, which is a free content management system available on all Apple IOS devices. Inside this platform we have all lecture videos and links in an easy-to-use calendar structure.

You may use your own iPad or you will be provided an iPad to use for the duration of the course. The iPad we provide remains the property of the School of Communication. You are responsible for the iPad while it is in your possession and will need to pay for repair or replacement if broken. We have provided cases to help prevent breakage. I also recognize you may have an increased level of frustration due to new technology, but you will be both educated and supported by me and Digital First instructors.

CLASS PROFESSIONALISM

I am a big believer that college is intended to prepare you for the real world, and that for many—especially in journalism—your undergraduate career is like a first job. You can and will make a lot of mistakes here, but the goal is to learn from them and not to make them again.

To that end, I will treat you professionally, and need you to do the same. Behaviors that work in the “real world” and here include:

1. You will be graded primarily on your writing and editing, and how you work as a writer and editor with your fellow magazine “staffers.”
2. Fact and style errors, and misspellings are also VERY important in the pursuit of journalistic skill so they are weighted heavily in this class.
3. Coming on time and ready to work on the material for the day: The flipped model only works if we all do the foundational work ahead and then we can build. If you do not do that work and we have to “catch you up,” you are impacting everyone else in class.
4. You are missed when you are absent: When you don’t come to class, I notice, and you are missed personally and for your contributions. Missing class when we are doing group work or an in-class activity will result in a 0 for the assignment (unless there are serious extenuating circumstances that you notify me about at least two hours BEFORE class).
5. Staying in class: I know you have things to do. We all do. But we have committed to being in class together for 55 minutes four times a week.
6. Treating classmates/coworkers with respect: Everyone’s ideas have merit, and allowing a civil discussion, even when we disagree, is a key to future success.
7. Dressing for success: I know this is college, but you never know who might come to class who could help you with an internship or guide your academic or professional career. Pajamas are for sleeping. Swimsuits are for beaches. Please know I don’t want to discuss appropriate class dress with you, but I will, if needed.
8. Email ID: Please include your class number in your emails, as I teach four classes and this will help me understand/respond more quickly to your questions.
9. Email etiquette: To ensure we are preparing for the “real world,” your emails should be written using standards of courtesy (address, proper tone, and signature). I do not edit articles over email, so if you wish to work on your article one-on-one (which I encourage!), please make an appointment or drop by my office hours.
10. Deadlines are deadlines: Assignments submitted by the pre-determined. Late assignments will get edited, but no points will be assigned. No make-up quizzes or exams are held unless by prior arrangement and for extreme circumstances.
11. Due to the professional (and paperless) environment of this class, I don’t accept any handwritten assignments.
12. I believe in using social media in class, but we use it for good and not evil. I encourage you to use your devices, and even require Twitter use for attendance, and we will do much research in class using all electronic devices. But remember that I can see what you post—and so can future employers. Please be responsible about how to present yourself to the outside world. Also

remember I can see when you post—even if it's during class—so let's stay on topic while we are together.

13. We do not interview or quote friends, relatives, roommates, classmates, etc. In our industry it's considered a conflict of interest.
14. Lying, cheating or stealing will get you fired: In this class, if you plagiarize anything you will fail the course and I will report you to academic misconduct, even if you accidentally do it while taking your notes. We have no wiggle room here.
15. We never interview or quote friends, relatives, roommates, etc. In our industry it's considered a conflict of interest.
16. We never write on topics of which we have a personal stake or relationship (places where we work, groups of which we are a member, etc.).
17. Only if a Lantern editor accepts the article ideas do we say we are writing for the paper, but we will always write with the goal of being published in The Lantern.
18. That means we do not tell sources we are “writing for a class assignment.”
19. We always tell sources we are interviewing them for an article *that will be published*. This is not theory—it's real life!

Withdrawal Policy

Not all classes fit your schedule or your academic plan, and I understand that. Please know, however, that I very much wish to meet with you before you drop (especially the deeper we get into the semester) to see what we can do to work through any challenges together. If you do have questions about how to drop or the impact on your transcript or financial aid, please visit the [Academic Advising website](#).

Mobile Technology

Although many classes may ban or limit the use of mobile technology, in this class we will learn to use your mobile phone and tablet for reporting and disseminating news—in other words, for good and not evil. Keep it out and be prepared to use it for class work, which will include tweeting, posting to Instagram and Facebook, Snapchatting, using Periscope and finding sources on LinkedIn. That said, this is not the time to text and tweet your friends to hook up later or surf the web, and I will call you on it if you do it. It's time to use all the tools at our disposal for work!

Story Idea Submissions

All assignments have a lot of freedom to them, in that you will determine which stories you want to pursue based on the news value we will identify in class.

Prior to each article, you will submit to me (your editor) the story idea you wish to develop. The catch—the idea will be sent as a Twitter message to the hashtag **#222Istory**. That means you need to really focus your idea and know what is the pitch, since you will have less than 140 characters. Without story idea approval from me, your article will be edited but not receive any points.

All assignments are due at the beginning of the class on the date listed on the syllabus. In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded.

Assignments will be submitted via iTunes U on the iPad (I'll demonstrate in class).

Include on each article:

- YOUR NAME
- WORD COUNT

- CONTACT LIST with contact info for sources, and date location interviewed .

Failure to include any of these items will result in a five-point deduction.

I look forward to contacting some of these sources throughout the semester to see how your interviews went and what we can learn from them.

Extra Credit

There is a maximum of 20 extra-credit points available in this class, which will be applied to the final class point total. You can earn it in three ways:

Activities: Participate the outside class activities identified during the semester (5 points per activity)

Research: Take part in [School of Communication research](#), and receive 5 points per activity.

Publication: If you submit a story BEYOND the ones you write for this class to *The Lantern*, and it gets published with only your by-line (and you tell me about it), you will receive the 20 bonus points!

All extra credit must be reported to me via email by the last day of class. Any extra credit not reported will not be applied to your final grade.

ASSIGNMENTS

Professionalism and Attendance (50 points)

Treating this class like a job will go a long way toward helping you be prepared for your post-graduation life. Your ability to come on time, contribute to discussions, turn in work on time, treat classmates with respect, dress appropriately, and communicate respectfully and clearly in person and in writing will earn you professionalism points.

Everyone starts with zero points—you build them up through professional behavior throughout the semester. In addition, social media is extremely useful for journalists, and your ability to use it responsibly and constructively will help you establish your personal brand and, hopefully, get employed in the future.

To help build that skill—and brand--we take attendance through Twitter, which means every student gets credit for attendance by tweeting something insightful or asking a question from **each** class session, with the goal of engaging the outside world.

The goal is we all learn the potential impact of Twitter in “talking” to the word—and learn how to prevent negative impacts. Your tweet cannot be just that you were in class. There has to be a complete thought behind it. Use the hashtag **#osunewsclass** for all posts.

Please make sure to follow me (@nicole_kraft) so I can put you in our class list.

In-Class Assignments (100 points—10 points each)

As part of our flipped class, you will have a variety of hands-on experiences on which to write in class. Your participation in and completion of these activities is key to your skill development, and will each be worth 10 points. They include simulated news events, coverage, write-ups on guest speakers, video and audio storytelling assignments, etc. These points can only be earned if you are in class for the activities, as they cannot be made up.

Speed AP Style and News Briefing (100 points—5 points each per week/10 weeks)

Most Wednesdays we will start our class with an assessment activity to see how well you know your AP Style. I will provide you a sentence and you will have one minute to partner with another student to write it down in proper AP Style. You will switch partners and do it again for a total of 10 different AP

Style examples each time. You will then submit that assignment through iTunes U and we will go over together.

You will be able to use this as a study guide to complete the midterm and final, so make sure you do a good job throughout the semester.

To be reporters, you must have a nose for news and to follow news on a daily basis. To that end, we will begin most Fridays with a team of five students sharing with us a three key news items from the week--internationally, nationally and locally. This must be actual news—Justin Bieber’s new album release is not what we have in mind. You also cannot repeat the news from a prior group, so make sure you have several and they have true news value. Each team member will be responsible for crafting a question on key news to provide to the class. You will be graded on the quality and depth of your news choices, how well you present it and how your assessment reflects the important news of the day. The rest of the class will take the news quiz, which is worth 5 points each.

News Story (100 points)

Almost anything can be considered news somewhere in the Ohio State community. We will find a story idea around campus and develop that idea into a news story using research, real-life, in-person interviewing and journalistic writing in the “inverted pyramid” style for submission to The Lantern. We will keep the story simple—something that is newsworthy to Ohio State readers. We will focus on the Who, What, When, Where, Why and How of each story. Examples would be action by president’s office, new fee, new business, new appointment, sporting event, etc. Email and text interviews are NOT ALLOWED. *You must interview and quote a minimum of 2 LIVE HUMAN sources. 350-400 words*

News Localization (100 points)

The world is filled with news, and much of that news can be focused to have greater meaning for our readers. In this article you will find a national or international (or even Columbus) story and figure how to focus it for the Ohio State community. An example may be how the state or federal budget might impact students, how aspects of the election might impact students, etc. We will report, interview and write this in the news style for submission to The Lantern. Email and text interviews are NOT ALLOWED. *You must interview and quote a minimum of 2 LIVE HUMAN sources. 400-450 words*

Feature Story (150 points)

Feature articles have more of a “lifespan” than news articles and provide for more descriptive writing with a focus on people. These do not utilize the “inverted pyramid,” but a style called the “writing hourglass,” which features anecdotes, a “nut graph” and a body filled with descriptions and facts. You will write one feature article this semester on a topic related to the Ohio State community. Email and text interviews are NOT ALLOWED. *You must interview and quote a minimum of 3 LIVE HUMAN sources. 500-600 words*

Midterm (200 points)

Cumulative to the ninth week, this will be made of two parts and last three days:

Day 1: AP and current events quiz (50 points)

Day 2 and 3: Deadline writing, editing and rewriting of a story on a topic provided in class for submission to The Lantern (150).

Final Project (200 points)

This assignment is the chance to put together all that you learned throughout the course of the semester to create a long-form, multi-media infused journalistic piece. We will still focus on news value, and use journalistic technique, but you will have more freedom and latitude in terms of the topic and format are up to you. The requirement: Your topic must be newsworthy to the Ohio State community. The format can be:

- A written feature article of 600-700 words, including one photo and one 30-second video clip.

- A 2:30-minute video, including at least 10 different shots. (If you choose the multimedia option, you may work with a partner.)

I need to approve your topic by the date in the syllabus. You must interview and include a minimum of 3 LIVE HUMAN sources.

REVISION

Editing is a huge part of every article, and each of your assignments will be edited by me (for a grade) and by your classmates, with the goal of revising the piece and making it better for the reader. Revising means to see your article with fresh eyes and rewrite it to make it more readable, fill gaps and correct errors and omissions. Revision is a huge part of improving your writing, and every article you write will have a revision component. You will take the edits you receive from me, and suggestions you received from your fellow class writers, and fix whatever challenges your article may have. I will then re-grade the article and average together the two sets of points for your final grade on the assignment. The key to success in revision is to a) understand and b) make the changes suggested by your editors and readers.

DETAILS ON ASSIGNMENTS:

- You are the master of your own story idea domain. That means the majority of ideas will be generated for you, by you.
- You must have at least two (sometimes three) human sources but, more importantly, you must have sources that have expertise to speak on your article topic.
- Live, in-person interviewing is the best for journalism. Phone interviews are second best. Anything else is not acceptable.
- As convenient as they may be, we do not use friends, roommates, relatives, etc., as sources for your stories, photographs, graphics etc. This is a [conflict of interest](#).
- Although you may not write about any activities, organizations, projects, companies, etc. in which you are involved in, you can share those story ideas with fellow reporters.
- As much as we love to share information, we do not share your stories with other classes. Stories done for credit/grade in this class cannot be used for *credit* in any other class. Professors talk to each other, so please do not try to fool us.
- That said, we write EVERYTHING with the goal of getting it published in The Lantern. Please do not tell your sources you are writing a “class assignment,” as that implies others will not see it.
- We are a paperless class, so all stories will be submitted digitally. No handwritten stories will be accepted.

Additional Resources:

During the course of this class and throughout your university career, you may find the following helpful:

The Writing Center. This may be the last time in your life that you have easily accessible, free help available for your writing skills—use it. Being a good writer will give you an advantage in every walk of life, and if you are a Communication major, it is expected. Visit <http://cstw.osu.edu/writingcenter> to learn more or to schedule an appointment.

Strunk & White's *The Elements of Style*. If you are uncertain of what constitutes good writing, this classic book is very straightforward and extremely helpful. The advice and direction offered in this book applies to writing in all fields. Find it at the campus bookstore or at a used bookstore for cheap.

Attendance & Make-up Policy:

Only students enrolled in this section are permitted to attend class. Attendance (both physical and mental) is key to your success in this class. Your grade is largely contingent on your presence and participation in class. Listen, take notes, and ask questions. Much of the material presented in lecture is not found in your readings. If you miss class for whatever reason, it is your responsibility to obtain notes from a classmate; the instructor will not provide notes in any circumstance. If you miss class, you will not be able to make up any in-class work or extra credit opportunities.

Some Words About Academic Honesty

It is your responsibility to complete your own work as best you can in the time provided. The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, possession of unauthorized materials during an examination, and falsification of laboratory or other data. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct at http://studentaffairs.osu.edu/resource_csc.asp

Academic misconduct is a serious offense, and it is my responsibility to make sure it does not occur. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's *Code of Student Conduct*, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact your professor or TA or visit the COAM web page at <http://oaa.osu.edu/coam.html>.

In most instances, taking your own work from one course and submitting it in a different course is also considered academic dishonesty. This does not apply to submitting articles to The Lantern or Lantern TV for *publication*—that is encouraged!

When in doubt, consult me before doing anything about which you are uncertain. You should also read through the "[Ten Suggestions for Preserving Academic Integrity](#)."

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct, and I will pursue with the recommendation a student fail an assignment (at best) or the class. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-31-02). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Office Hours

My office hours are listed on the front of the syllabus, and I would love to meet with you to get you extra, one-on-one article assistance or just to hang out. I always have animal crackers.

Syllabus

This syllabus is an agreement between the instructor and the student. The instructor reserves the right to make changes to the syllabus as deemed necessary. By staying enrolled in this class, the student agrees to abide by the policies described herein.

Every effort has been made to create a syllabus that is as comprehensive and accurate as possible, but each class is a living entity and changes may arise. Please know I will notify you in writing as soon as any syllabus change may arise.

Grading Criteria

A: All work is outstanding. Work is rich, creatively presented, well structured, and error-free (or close to it). Content of presentations is accurate, on topic, presented in a professional and highly engaging fashion, and provides genuine enlightenment to the audience. Work reveals a deep understanding of the content of the course as well as the ability to work with concepts beyond the level of simply regurgitating facts and definitions. Overall, work demonstrates a solid grasp of all content and a high level of ability for creative, integrative, or intellectually rigorous application of the material.

B: All work is of high quality. Work is clear, well structured, and largely error-free. (Grades of A and B are not possible for work that does not demonstrate mastery of basic writing skills including spelling, grammar, organization, and logic.) Work conforms to all required elements, as well as maintaining the audience's attention and interest. Content demonstrates a thorough understanding of all elements of the course. Overall, work demonstrates a solid grasp of all content, and some ability for creative, integrative, or intellectually rigorous application of the material.

C: All work is of acceptable, average quality. Work is on topic, responds to the requirements of the assignment, and is not rife with errors. A grade of C is not possible for work that demonstrates significant departure from basic writing skills (spelling, grammar, etc.) Work addresses the requirements of the assignment and includes some elements of good style and structure. Content demonstrates a basic understanding of most elements of the course. Overall, work demonstrates a reasonable grasp of all content, but limited ability for creative, integrative, or intellectually rigorous application of the material.

D: Some work is of unacceptable quality. Work addresses the topic in a broad sense, but misses some key points or contains an unacceptable level of errors. Work addresses the assignment at a basic level, but lacks fundamental elements of professional presentation, structure, or organization. Content reveals some key areas of the course material in which knowledge is lacking. Overall, work demonstrates a weak grasp of content and little ability for creative, integrative, or intellectually rigorous application of the material.

E: A majority of the work is of unacceptable quality. Work fails to meet the basic requirements of the assignment, lacks basic elements of professional presentation, or is otherwise unresponsive to instructions. Errors are probably frequent. Content reveals a widespread lack of knowledge. Overall, work demonstrates little grasp of the material.

These guidelines were adapted from materials provided by the University of Arizona Department of Communication.

SAFE & HEALTHY

Keeping students healthy and preventing the spread of illness is important to The Ohio State University—and to me. Students are encouraged to stay home if they are sick and may be asked to leave class if they are coughing/sneezing. Students who are sick and cannot attend class must contact me *BEFORE* class to receive class any materials and turn in assignments via the drop box or e-mail. If you do not notify me, your assignment will not be accepted.

Special Accommodations

Students With Disabilities

I am happy to make academic adjustments for students with documented disabilities. Please contact the Center for Students with Disabilities if this applies to you. The Center for Students with Disabilities is located in Room 101 of the Admissions/Student Services Complex, located on the north side of Main campus, next to Admissions. For more information, call (310) 434-4265 or (310) 434-4273 (TDD)

Weekly schedule

Week	Date	Exercise	Module (before class)	What's Due
1	T 1/12	Intro to class—Assignment planning	Get ready to become a journalist!	<i>Tell us a little about you and what you wish from this class!</i>
	W 1/13	Let's get organized and go through Canvas	Sign up for Twitter 1.2a Understanding Journalism	<i>Create Twitter feed and first tweet posted by end of class. In class; What kind of journalist are you?</i>
	R 1/14	Let's get familiar with journalism and using our digital device.	Navigate and familiarize with apps AP Style book website <i>Read AGTNOTD, Chapters 1, 2, 3</i> 1.3a Class Resources	<i>Get phone/iPad set up by class end.</i>
	F 1/15	Let's do some journalism	1.4a: So you want to be a journalist?	<i>Develop first story idea and shoot first photos.</i>
2	T 1/19	Time to learn AP Style and meet Lantern editors.	2.1a Understanding AP Style and Grammar 2.1b News Structure + tools	<i>AP Style exercises in class and working to find a beat.</i>
	W 1/20	How to ID News and apply news value in developing story ideas.	2.2a What is news 2.2b Determining News Value 2.2c New Ways to See News	Submit 3 story ideas to Canvas. <i>We will evaluate news value of ideas and refine. Speed AP Style</i>
	R 1/21	ID News values for your 1 st article	2.3a Just the facts 2.3b Identifying (and avoiding) bias	Bring to class one "refined" story idea. <i>Get ready to start reporting.</i>
	F 1/22	Inverted pyramid writing	2.4a Inverted Pyramid 2.4b Story Structure 2.4c Where do you Find Stories	<i>News briefing Writing first summary lede with facts about you.</i>
3	T 1/26	Exploring Sources	3.1a Finding sources 3.1b Getting Interviews 3.1c Identifying Attribution <i>Read Harrower, Chapter 4 (book)</i>	<i>Finding sources for our first article using brainstorming, social media and shoe leather.</i>
	W 1/27	Interviewing work—how do we develop questions and get people to provide the answers we need.	3.2a Social Media and Sources 3.2b Time for Twitter	<i>Speed AP Style Let's find source and develop questions for our first article.</i>
	R 1/28	Build Twitterography and Article I work	3.3a Building your Twitterography	<i>Bring your materials to work in class. It's due the next day!</i>
	F 1/29	Editing Exercise	3.4a Editing basics	1ST NEWS STORY DUE <i>News briefing</i>
4	T 2/2	Article I editing work in teams		Read articles you have been

				assigned. Come prepared to edit!
	W 2/3	Photography and video	4.2a Print v web	We head out in the world to shoot and record, and share what we find. Speed AP Style
	R 2/4	Article I work-partner editing	4.3a Headlines	We will trade articles and edit each other's work.
	F 2/5	Writing Headlines		News briefing We will trade articles and write headlines 1ST NEWS ARTICLE REWRITE DUE
5	T 2/9	Identifying localized news and learning how to localize news	5.1a Search Engines Read AGTNOTD Chapter 11	Bring the Dispatch or national news source so we can localize news.
	W 2/10	Pin the Tail on the Campus	5.2a Backgrounding	Speed AP Style We will play the world's most fun journalism game!
	R 2/11	Localization Story Pitch: Sell us your story idea	5.3a Understanding Instagram 5.3b Snapchat	Bring your localization story idea and sell it to us.
	F 2/12	Localization Story Pitch: Sell us your story idea	5.4a Using Facebook in Reporting	News briefing Bring your localization story idea and sell it to us.
6	T 2/16	Story localization work in class: Bring your materials		Begin reporting localization story.
	W 2/17	Story localization work in class: Bring your materials	Read Harrower, Chapter 8 (book)	Speed AP Style Work on localization story in class. LOCALIZATION DRAFT DUE IN CLASS
	R 2/18	Story localization editing with a partner	Read Harrower, Chapter 6 (book)	Pair up to edit stories.
	F 2/19	Evaluation of assignment	6.4a Linked In	LOCALIZATION STORY DUE News briefing Post-assignment blogging Setting up Linked In
7	T 2/23	Feature writing—what is it and how do we do it?	7.1a Features	Bring in an example of a feature story from the Dispatch or another news source.
	W 2/24	Feature writing in Practice	7.2a Profiles	Feature writing exercise—how we do it.

				Speed AP Style
	R 2/25	Looking at campus news differently	7.3a Multimedia journalism	<i>Let's go find feature ideas on campus.</i>
	F 2/26	Creating multimedia for news: Video in the world		<i>Shoot video illustrating a news idea.</i> News briefing LOCALIZATION STORY REWRITE DUE
8	T 3/1	Covering breaking news	8.1a Covering Breaking News 8.1b Police	<i>Learning to do some live streaming and broadcasting with Periscope.</i>
	W 3/2	Covering speeches and press conferences	8.2a Covering Speeches	<i>Let's do some live streaming/broadcasting with Periscope.</i>
	R 3/3	Live coverage of news	8.3a Open meetings and open records	
	F 3/4	Live coverage of news		
9	T 3/8	Review for Midterm	Revving up for the midterm—review all lectures!	News briefing Team 8 (10 min)
	W 3/9	Midterm Part 1-AP Style and Current Events Exam	Come ready to do AP Style.	
	R 3/10	Midterm Part 2-Writing Deadline Article	Come ready to report and write.	MIDTERM ARTICLE DRAFT DUE
	F 3/11	Edit Midterm Articles and submit	Come ready to edit.	MIDTERM ARTICLE DUE
10	3/15-3/18 Spring Break			
11	T 3/22	Feature article pitches	11.1a Investigative Reporting	<i>Visit from editors.</i>
	W 3/23	Reporting on courts	11.2a Covering Courts	<i>Guest speaker on court/police reporting.</i> Speed AP Style
	R 3/24	Feature article editing	11.3a Crafting Columns 11.3b Two Thumbs Up?	FEATURE ARTICLE DRAFT DUE
	F 3/25	Writing opinion—columns, editorials or op-eds!		News briefing <i>You get to write your first column or review!</i> FEATURE ARTICLE DUE
12	T 3/29	Let's see what makes good blogging	12.1a Let's get blogging	<i>Find a good blog and bring it to show us in class</i> Speed AP Style
	W 3/30	Creating your own blog in class	In Class Blogging	Make your own blog!
	R 3/31	Final project final story pitch-	12.3a Public Records v	Submit FINAL

		Group 1	Espionage 12.3b Data-driven articles: Good, bad and ugly	PROJECT IDEA. <i>Pitch final projects to editors</i>
	F 4/1	Final project final story pitch- Group 2		<i>Pitch final projects to editors</i> News briefing
13	T 4/5	Finding public records	13.1a Public records	Working in class with public records.
	W 4/6	Reporting with Public Records	13.2a Data mining	Working in class with public records. Speed AP Style
	R 4/7	Reporting with Data—what is it and how do we do it	13.3a Finding Statistics	Working in class with data.
	F 4/8	Creating a story from our data		Working in class with data.
14	T 4/12	Laws of journalism	14.1a Journalism Law Brief	FEATURE ARTICLE REWRITE DUE (OPTIONAL)
	W 4/13	Ethics of Journalism	14.2a Ethical Endeavors 14.2b Getting it Wrong	<i>Teams will pitch final projects, how they will you pursue it, what media will you use, who will you interview?</i>
	R 4/14	Learning Broadcast	14.3a Broadcast	<i>Recording in broadcast style and writing a news script.</i> News briefing
	F 4/15	Doing broadcast work in the studio	Guest speaker!	
15	T 4/19	Final Project work		<i>Bring your materials to class to work</i> FINAL PROJECT DRAFT DUE FOR PEER EDITING
	W 4/20	Final Project editing work		<i>Bring your materials to class to work</i> FINAL PROJECT REVISION BASED ON PEER EDITING
	R 4/21	Final Project Viewing		FINAL PROJECTS DUE FOR VIEWING
	F 4/22	Final Project Viewing		
16	FINAL	Where do we go next?		