The Lantern Practicum

Comm 2223 M 2:15-4:05 p.m. (lab)
W/F 12:45 p.m.-2:05 p.m. (class)

Spring 2016 Journalism
Office: 275 Journalism Building
Lantern office phone: 614.247.7030
Lantern office hours:
Monday 10 a.m.-2 p.m.
(or by appointment)

Professor: Spencer Hunt
E-Mail: hunt.754@osu.edu
Cell: 614.264.5000
Twitter: @spencerhuntosu

COURSE DESCRIPTION

Welcome to The Lantern!

You are now part of an institution at The Ohio State University that dates back to 1890s. This class will, in many ways, function like a real newsroom. Your goal: to fill The Lantern, its website and its social media channels with professional-grade Arts, Campus and Sports stories. You will pursue deadline-driven articles, and further develop your social and multimedia reporting skills.

You will have at least 12 published articles by the end of the semester, although many of you will have more. You will learn to think, feel and act as reporters.

All of you will build on the news writing and editing skills acquired in Comm 2221 to cover the OSU campus. You will talk to real people, get outside your comfort zone, develop expertise on a variety of topics, and meet every deadline.

Your job: write clear, concise, organized and accurate articles, produce photos and multimedia pieces, and act professionally and responsibly based on journalism ethics.

COURSE COALS

By the time this class is over, you will know how to:

1. Report, write and produce various types of stories for The Lantern, TheLantern.com and Lantern TV.
2. Understand the practicality and details of media work and how much time and energy go into producing solid journalism.
3. Utilize multimedia and produce content beyond words on a page.
4. Behave like a working journalist.
READINGS

Associated Press Stylebook
Online links provided through Carmen.

All readings should be done prior to the assigned class period. You should note the difference between “Read” and “Resources” in Carmen. Resources are helpful, but not required reading.

To best prepare for this class and writing exercises, read the online versions of *The Lantern, Columbus Dispatch, The Washington Post, New York Times, USA Today, CNN,* and *Fox News.*

Other great journalism resources include The Poynter Institute and Columbia Journalism Review. Read as much as you can from as many different sources as you can. The more you read, the better you’ll report and write.

GRADING

Final course grades will be calculated in the following way:

- **Professionalism and Tweets (50 points)**
- **Writing exercises (100 points)**
- **Editor feedback on your work (100 points)**
- **Multimedia and photo work (100)**
- **12 articles (50 points each = 600 points)**

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).

Please Note: I am not able to negotiate grades, either during or after the semester.

INSTRUCTOR METHODS

This course is focused on improving your writing and reporting skills. So, as much as possible, this course will be focused on those “hands on” experiences that are designed to help you realize those two goals.

There is no textbook for this course, but there will be readings and other material that I will expect each of you to go through before class. Classes will include sometimes-short lectures and discussions designed to reinforce those points. Labs will feature more hands on experiences, and occasional guest talks from subject matter experts. Many labs will allow time for you to work on and finalize those stories.
I believe more communication is better communication. At the end of every week you will receive from me an EMAILED 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 reminders. If not, 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.

CLASS TOOLS
This class will operate without a textbook. However, you will be expected to access readings and course materials through links I’ve set up in Carmen. Please let me know if you’re having any issues accessing them and we’ll get those problems corrected.

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.

ASSIGNMENTS
Twitter Attendance and professionalism (50 points)
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. Twitter is an important tool for all reporters, as you engage sources and promote your own brand and work product. To that end, you will not just tweet that you were in class. You must reach out to a source, tweet about the story in which you are working, send out a link to a published piece with some details. You can also pitch ideas to me this way. Use the hashtag #LanternClass for all posts. Please make sure to follow me (@spencerhuntosu) so I can put you in our class list. If you do not have a Twitter account, you will need to set one up.

PROFESSIONAL CONDUCT
While working on your articles, you represent The Lantern and the School of Communication, as well as Ohio State as a whole. Please act responsibly and professionally. Any conduct unbecoming your role and responsibilities will impact your grade but, more importantly, will also impact your future career opportunities.
Writing Exercises (100 points)
We will have a writing exercise every Wednesday that will put your deadline writing skills to the test, and improve them. The writing exercise will be based off actual press releases and you will be asked to produce the first three graphs of the story you would publish on the Lantern’s website. The exercise is intended to simulate a real life experience of writing under deadline.

Editor Feedback on your work (100 points)
Each Lantern editor that you work with will provide an evaluation of your performance (timeliness, willingness to rewrite, quality of story ideas, receptiveness to constructive comments, etc.) on a 1-10 scale, with one being the lowest and 10 being the highest. The amount of points they assign you will determine the percentage of these points assigned to your final grade.

Multimedia and Photo work (100 points)
Most stories are made more compelling by a photo, graphic or other image. For every article you create, you will need to shoot or submit at least one photo, record a video OR help coordinate photo or video assignments with your Lantern editor. This is an all or nothing grade—include these elements in every article you submit, and you will receive the points. To make sure you get these points, include the photos and video along with your story submission in Dropbox. If you help arrange that photos are taken of the event for you, note that you have done that, so that I can confirm it with your editor.

Articles (12 articles @ 50 points each = 600 points)
You are responsible for developing 12 original story ideas into articles for The Lantern. Unlike Comm 2221, where your goal was submission for a grade, your goal now is publication, and that means each article must achieve one of three levels before it will be graded:

1. The article is good enough for publication (as per a Lantern editor) and gets published.
2. The article is good enough for publication (as per a Lantern editor) and does not get published.
3. A Lantern editor deems the article not worthy of publication.

This means that articles may go through numerous revisions before they are finished, or they may be good to go on your first try.

DEADLINES: Important!
The deadlines for submission to me are as follows: PLEASE NOTE that holidays will change this schedule, so examine your syllabus closely.

Campus articles: Monday 9 a.m.
Sports Articles: Wednesday 9 a.m.
Arts Articles: Friday 9 a.m.
Your class deadline will likely differ from the deadline set by your section editor. You will need to make BOTH deadlines for the article to receive a grade.

**Example 1:** you cover a sporting event on Saturday night. The sports department says to turn in that story by Sunday at 5 p.m. They work with you to revise. You then turn in the final, revised article to me no later than at 9 a.m. Tuesday.

**Example 2:** You cover a Wexner exhibit Wednesday night that the Arts editors don't need until Monday at 5. You, however, must turn it into me Thursday at 9 a.m.

Every student has been assigned (and invited to) their own folder on Dropbox.com. You will file articles into that folder by the deadline indicated on the week-by-week schedule of the syllabus (and on the story number on the Dropbox).

**This is really important:** Any assignments turned in after my deadline (the class deadline) will receive **zero points**. Dropbox records the time that your articles are turned in. Problems with Carmen are not an excuse for turning in a late assignment. Making your deadline for your Lantern editors is also not an excuse for missing the class deadline. So, to avoid last minute technical issues with a computer that crashes or contracts a virus, it’s advisable not to wait until the last minute to submit your stories.

**Why zero points?** Deadlines are critically important in the news business. When you agree to do a story, you agree to meet that deadline. Missing deadlines creates a hole in a paper or a website that your editors were counting on you to fill. So you need to manage your time, and give yourself as much of it as you need to report, write, self-edit and hand in your stories.

**Submission Guidelines**

All stories will be submitted as follows, or they will be edited, but not graded:

1. **Name the file (this is called a “slug”) with this information:** LAST NAME, FIRST NAME, ASSIGNMENT NAME, DATE
2. Save the file as Word document.
3. Put the file in your FOLDER on DROPBOX

Include in the body of each article:

- YOUR NAME
- SUGGESTED HEADLINE
- CONTACT LIST with phone numbers and/or email for your sources, so I can touch base during the semester.

*Failure to include any of these items will result in a five point deduction (up to 15 points)*

You will learn how to maintain a source file to help you report your beat and find sources on tight deadlines. *The Lantern* also has a central source file that you will be able to access.

**DETAILS ON ARTICLES:**
• You will be working a “beat” at the university, with the goal of developing expertise, relationships with sources and a deeper understanding of issues.
• You are the master of your own story idea domain. That means most of the ideas will be generated by you. Some assignments will come from Lantern editors.
• You must have at least two human sources, but, more importantly, you must have sources that have expertise to speak on your article topic.
• Opinion/Review articles. First-person reviews of concerts and events have a place in The Lantern but they do not in this class. I cannot grade you as a reporter if you are your only source. Similarly, concert reviews with two sources/audience members stuck at the end will not do well in this class. You can, however, preview a concert or event, with the expectation that the sources will be the event organizers and the performers or their representatives.
• You get to write two of your 12 articles for a section other than the one you are assigned.
• If you find a great story idea for someone else’s beat, do not be afraid to share. Collaboration is a key to newsroom success and will earn you extra credit.
• We will seek a mix of news and feature stories, and I will guide you on which style to use with which articles.
• 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, you can share story ideas with fellow reporters.
• You get to write a headline for all of your articles!
• Please include contact info for the reporter(s) (including cell phone) in case editors have questions.
• 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.
• We are a paperless class, so all stories will be submitted digitally. No handwritten or printed stories will be accepted.

EXTRA CREDIT:
The total amount of extra credit available in this class is 30 points (3 percent). It can be earned in these ways:
• Do extra stories (over and above the 12 required)=5 points for each story
• Alert the newsroom to a breaking news story (1 point)
• Jump on a breaking news story (1 point)
• Help with another writer’s story (1 point)
COPY EDITING
Everyone in class will take a copy-editing test. If you pass and wish to be a copy editor, you will work about four hours per week (two two-hour shifts) and be graded on your efforts. You will then need to write 10 stories instead of 12 for the semester.

GRADING YOUR STORIES
Every assignment starts off with 100 percent—but avoidable challenges that will result in points being deducted include:

• Errors in fact: 15 points (out of 50)
• Misspelled names: 15 points (out of 50)
• Missing facts in lede or nut graph: 5 points
• Unclear writing: 5 points
• Grammatical errors: 1 point
• Misspelled words: 1 point
• Punctuation and style errors: 1 point

LIBEL
Any story that includes libelous material will result in a zero for the assignment. Examples would be if you describe someone as a murderer in your story before he or she has been convicted, or if you misidentify a subject and implicate someone not guilty of a crime.

HOW TO SUCCEED IN THIS CLASS:
College is intended to prepare you for the real world, and 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. Coming on time and ready to work on the material for the day. Read the material on the links before you come to class. If you do not do that work and we have to “catch you up,” you are impacting everyone else in class.
2. Staying in class: I know you have things to do, but we have committed to being in class together for our scheduled class time.
3. You are missed when you are absent: Missing class when we are doing an activity can and will cost you attendance and writing exercise points in the near term and knowledge in the long term.
4. 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.
5. Dressing for success: I know this class 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. Please know I don’t want to discuss appropriate class dress with you, but I will if need be.

6. Deadlines are deadlines: Assignments must be submitted in the Dropbox by the pre-determined time and will not be graded if late.

7. I believe in using social media in class. I encourage you to use your devices, and require Twitter for attendance. Remember that, if I can see what you post, so can future employers. Please be responsible about how to present yourself to the world.

8. To that end, surfing the web or sending non-course e-mail during class is disrespectful and unprofessional.

9. Lying, cheating or stealing will get you fired: In this class, if you plagiarize or fabricate 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.

10. Read The Lantern and the other news organizations’ Web sites. Listen to at least one news broadcast every day. You cannot be a good writer or reporter unless you see how it is done in the real world.

11. Ask questions when you don’t understand something.

12. Don’t just spell check...PROOFREAD and SELF EDIT!

13. Have fun. We get to find out a bunch of cool, interesting things and share them with other people who need to know them. What better job can there be?

SYLLABUS

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.

SAFE & HEALTHY

Keeping students healthy and preventing the spread of illness is important to The Ohio State University. 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 Prof. Hunt BEFORE class to receive class any materials and turn in assignments via the drop box or e-mail. If you do not notify Prof. Hunt your assignment will not be accepted.

ACADEMIC MISCONDUCT:

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. 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).
MANAGING STRESS
College can be a stressful time, and I am always here to help you—in this class and beyond. If, however, you feel you need more support, I encourage you to reach out to the Student Advocacy Center at 292.1111. They will always work with professors on your behalf.

SPECIAL ACCOMMODATIONS
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Lecture/Discussion</th>
<th>Activity</th>
</tr>
</thead>
</table>
| W    | 1/13 | scheduling. | • Introductions  
• Go through syllabus  
• Go through beats |  |
| F    | 1/15 | 1-2 Finding stories. Where to look. Who to call. | **Lecture/Discussion**  
• Tools for reporting  
• Finding stories | **Activity**  
• Copy Editor Test  
• Dropbox walkthrough |
| Week | 2    | NO CLASS MLK DAY |  |  |
| M    | 1/18 | |  |  |
| W    | 1/20 | 2-1 The art of the interview | **Lecture/Discussion**  
• There are no stupid questions... |  |
| F    | 1/22 | 2-2 Working with the gatekeepers, public relations professionals and PIOs. | **Lecture/Discussion**  
• Working with comm professionals | **Activity**  
• Panel discussion with Chris Davey, Dave Isaacs, Dan Hedman  
• Working on a technical document to make it understandable to regular people |
| Week | 2    | 3-1 Translating the Technical | **Lecture/Discussion**  
• Dealing with/ translating difficult technical language in your beat. |  |
<p>| M    | 1/25 | |  |  |
|      |       | |  |  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Lecture/Discussion</th>
<th>Activity</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| W 1/27    | 3-2 Newswriting Challenges |  • Elements of a strong story  
• First Five Graphs               |  • Writing Exercise (1st Graded)                                                   | 2nd Sports articles due  |
| F 1/29    | 3-3 Newswriting Challenges: The Sequel                        |  • Writing the long story  
• Organizing the long story       |  • Working with data  
• Deciphering government budget documents                          | 2nd Arts articles due  |
| Week 4    | Writing the Lede            |  • Identifying the elements of a strong lede  
• Different types of ledes      |                                                                          | 3rd Campus articles due  |
| M 2/1     | Using the best quotes            |  • Identifying  
• When to quote when to paraphrase                                |                                                                          | 3rd Sports articles due  |
| W 2/3     |                           |  • An ending isn't always a quote. Different ways to end a story.                      |                                                                          | 3rd Arts articles due  |
| F 2/5     | Ending stories                          |  • Video production and composition  
• Video w/Smartphones                                                      |                                                                          | 4th Campus articles due  |
| Week 5    | Shooting Video                             |  • Photo composition  
• Captions                                                                   |                                                                          | 4th Sports articles due  |
<p>| M 2/8     |                           |  • Writing Exercise 3                                                  |                                                                          |                   |
| W 2/10    | Photography                             |  • Writing Exercise 3                                                  |                                                                          |                   |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecture/Discussion</th>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 2/12</td>
<td>Headlines/cutlines</td>
<td><strong>Grammar</strong>&lt;br&gt;<strong>Fact checking</strong></td>
<td><strong>Editing articles in class</strong></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Working with Data</td>
<td><strong>Lecture/Discussion</strong>&lt;br&gt;- Why data and precision reporting is important</td>
<td><strong>Activity</strong>&lt;br&gt;- Using excel as a reporting tool</td>
<td></td>
</tr>
<tr>
<td>M 2/15</td>
<td>Enterprise investigative reporting</td>
<td><strong>Lecture/Discussion</strong>&lt;br&gt;- What does it take to write the investigative, big series?</td>
<td><strong>Activity</strong>&lt;br&gt;- Writing Exercise 4</td>
<td></td>
</tr>
<tr>
<td>W 2/17</td>
<td>Working with FOI</td>
<td><strong>Lecture/Discussion</strong>&lt;br&gt;- Your rights to documents and records.</td>
<td><strong>Activity</strong>&lt;br&gt;- Writing out an FOI Letter</td>
<td></td>
</tr>
<tr>
<td>F 2/19</td>
<td>Establishing brand identity and presence in social media</td>
<td><strong>Lecture/Discussion</strong>&lt;br&gt;- Social media in Reporting&lt;br&gt;- Tools you can use</td>
<td><strong>Activity</strong>&lt;br&gt;- Working with Social Media reporting tools</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Social media in breaking news and live reporting.</td>
<td><strong>Lecture/Discussion</strong>&lt;br&gt;- Brand identity</td>
<td><strong>Activity</strong>&lt;br&gt;- Writing Exercise 5</td>
<td></td>
</tr>
<tr>
<td>M 2/22</td>
<td>Writing work day</td>
<td><strong>Lecture/Discussion</strong>&lt;br&gt;- Sports&lt;br&gt;- Government&lt;br&gt;- Health</td>
<td><strong>Activity</strong>&lt;br&gt;- Working on your articles</td>
<td></td>
</tr>
<tr>
<td>W 2/24</td>
<td>Specialized reporting topics 1</td>
<td><strong>Lecture/Discussion</strong>&lt;br&gt;- Sports&lt;br&gt;- Government&lt;br&gt;- Health</td>
<td><strong>Activity</strong>&lt;br&gt;- Working on your articles</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Specialized Reporting</td>
<td><strong>Lecture/Discussion</strong>&lt;br&gt;- Sports&lt;br&gt;- Government&lt;br&gt;- Health</td>
<td><strong>Activity</strong>&lt;br&gt;- Working on your articles</td>
<td></td>
</tr>
<tr>
<td>M 2/29</td>
<td>Specialized Reporting</td>
<td><strong>Lecture/Discussion</strong>&lt;br&gt;- Sports&lt;br&gt;- Government&lt;br&gt;- Health</td>
<td><strong>Activity</strong>&lt;br&gt;- Working on your articles</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
<td><strong>Lecture/Discussion</strong>&lt;br&gt;- Sports&lt;br&gt;- Government&lt;br&gt;- Health</td>
<td><strong>Activity</strong>&lt;br&gt;- Working on your articles</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Activities</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 3/2        | topics 2                                   | • Race and gender  
             |                                           | • Crime and police  
<pre><code>         |                                           | • Environment and Science  | articles due          |
</code></pre>
<p>|            |                                            | <strong>Activity</strong>                                    |                     |
|            |                                            | • Writing Exercise                             |                     |
| F 3/4      | Writing work day                           | <strong>Activity</strong>                                    | 7th Arts            |
| Week 9     | Journalism Ethics                          | • Working on your articles                     | articles due        |
| M 3/7      |                                            | <strong>Lecture/Discussion</strong>                          | 8th Campus          |
| W 3/9      | Digital Journalism Ethics                  | • Traditional media ethics                     | articles due        |
| F 3/11     | Writing work day                           | <strong>Activity</strong>                                    | 8th Arts            |
|            |                                            | • Working on your articles                     | articles due        |
| Week 10    | NO CLASS SPRING BREAK                      | <strong>Activity</strong>                                    |                     |
| M 3/14     |                                            | <strong>Activity</strong>                                    |                     |
| W 3/16     | NO CLASS SPRING BREAK                      | <strong>Activity</strong>                                    |                     |
| F 3/18     | NO CLASS SPRING BREAK                      | <strong>Activity</strong>                                    |                     |
| Week 11    | Editing: what to do                        | <strong>Lecture/Discussion</strong>                          | 9th Campus          |
| M 3/21     |                                            | • Editing checklists and how to self edit.     | articles due        |
|            |                                            | • Understanding the editing process             |                     |
|            |                                            | <strong>Activity</strong>                                    | 9th Sports          |
| W 3/23     | Editing complicated, difficult stories.    | <strong>Lecture/Discussion</strong>                          | articles due        |
|            |                                            | • How to break down and                        |                     |
|            |                                            |                                                   |                     |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Lecture/Discussion</th>
<th>9th Arts articles due</th>
<th>10th Campus articles due</th>
<th>10th Sports articles due</th>
<th>11th Arts articles due</th>
<th>11th Campus articles due</th>
<th>11th Sports articles due</th>
<th>12th Campus articles due</th>
<th>12th Sports articles due</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 3/25</td>
<td>Writing work day</td>
<td>Reorganize and article.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td>• Writing Exercise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Media management: How digital is disrupting and transforming news</td>
<td>Lecture/Discussion</td>
<td>Uncertainty</td>
<td>Opportunity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 3/28</td>
<td>News Values</td>
<td>Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 3/30</td>
<td>Writing work day</td>
<td>Activity</td>
<td>Best and worst news on the trending topic of the day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 4/1</td>
<td>Making Radio: Visit to OSU</td>
<td>Activity</td>
<td>Visiting WOSU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Rise of Audio in Digital</td>
<td>Activity</td>
<td>Writing Exercise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 4/4</td>
<td>Writing work day</td>
<td>Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 4/6</td>
<td>Breaking apart <em>The Lantern</em> and putting it back together</td>
<td>Lecture Discussion</td>
<td>Imagine you were the adviser—what would you do differently?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 4/8</td>
<td>16-2 Your online resume</td>
<td>Lecture Discussion</td>
<td>Tips for creating an effective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 4/11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 4/13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------</td>
<td>---------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 4/15</td>
<td>Writing Work Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Lecture/Discussion</td>
<td>• What does it take to be a Lantern editor</td>
<td>BONUS WRITING TIME</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Future is Now</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 4/18</td>
<td>15-1 The Lantern: The Future is Now</td>
<td>• Writing your extra credit stories.</td>
<td>12th Arts articles due</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 4/20</td>
<td>15-2 The end is here—and so is the beginning</td>
<td>• Discussion of final week</td>
<td>BONUS WRITING TIME</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 4/22</td>
<td>Writing Work Day</td>
<td>• Writing your extra credit stories.</td>
<td>BONUS WRITING TIME</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>CLASS IF NEEDED</td>
<td>• Writing your extra credit stories.</td>
<td>BONUS WRITING TIME</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 4/25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: BONUS WRITING TIME is available for extra credit stories.