

# Communication 4202

Spring 2017

## In this issue:

**Let's Get Together!**  
**Mondays 3-4:50 pm**

*Best classroom at Ohio State?*  
*281 Journalism*

**Meet your professor!**  
**Nicole Kraft's office is 3045 E Derby**



# Editor's Note

Welcome to Magazine Writing!

This is not a theory class or an analysis of the magazine industry. When you join this course, you enter the real world of magazine editors and magazine writers.

Our goals by the end of the semester:

1. Identify what makes a marketable magazine article.
2. Develop story ideas that can be pitched to magazines.
3. Conduct research and interviewing necessary to craft a magazine article.
4. Learn and execute feature-style writing to craft comprehensive and entertaining magazine articles.
5. Learn how to revise and edit articles to improve their quality and move toward publishable quality.
6. Create a magazine around a centralized theme using iBooks Author and publish it.

This is not a class where you can be passive and do well—your engagement and participation is a key part of your success in the course.

I am your editor, and 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 “active learning” model, which means your video lectures and readings

done at home provided a foundation. Our class time is then dedicated to engaging with the material through a variety of activities and assessments to determine and build your comprehension.

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.

This class is also a hybrid, which means we meet for two-thirds the normal time in class, and one-third of our class work is done online.

The workload is the same—meaning for a three-credit class for every hour of work you do in class (or online) you will spend three 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 doing

work 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 your individual needs and goals, and to, hopefully, maximize what you take from the class.

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# Grade Details

Perusall Readings	25 points
Twitter Attendance	25 points
Online Dialogues	100 points
Article 1 Ideas	100 points
Article 2 Ideas	100 points
Article 1	200 points
Article 2	200 points
Midterm Magazine	100 points
Final Magazine	150 points

These points tallied together will give you your final grade of the following (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.

In this class you will be graded primarily on your writing. Fact errors and misspellings of proper nouns negatively impact your grade. Failure to meet the word count will result in a 5 percent deduction on your article.

## 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. Once our magazine teams have been made, your departure is especially difficult. If you do have questions about how to drop or the impact on your transcript or financial aid, please ask me or 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. That said, this is not the time to text and tweet your friends to hook up later or surf the web. It's time to use all the tools at our disposal for work!

## STATEMENT ON DIVERSITY

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

## Making Deadlines

All assignments are due either at the beginning or end of 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 to Canvas.

## Twitter and attendance

(25 points)

In an effort to build your familiarity with using Twitter professionally, and to help you build a responsible and productive online “brand,” we take attendance through Twitter. Every student gets credit for attendance by tweeting something about our coverage, our class session or asking a question, with the goal of engaging your classmates, the outside world and me. It cannot be just that you were there. See more details on page 17.

Professionalism means many things in the working world—dressing for success, treating coworkers with respect, coming prepared, being on time, staying the whole session, not making excuses, no absences, accepting responsibility for work and effort. You will be assessed on all in here.

## Peruse These Readings

(25 points)

Our discussions will be based on our class readings and what is going on in the news. Your readings, which are due BEFORE our love class session meets, are provided through a program called [Perusal](#).

You will purchase your textbook, **Writing Like Rabbits**, through the iTunes Store, but the remainder of your readings will be accessed through Perusal.

Read the sections assigned through each Canvas assignment.

For each reading section you comment at least seven times and be scored based on the quality and timeliness of your comments, questions, and responses.

When you open a document, you’ll



see highlights superimposed on the document that represent comments (yellow) or questions (orange) that you and other students have entered. When someone responds to your question or comment, you will receive a notification by email and you can post a reply by signing on or merely replying to the email.

If you ask a question you can indicate that one or more of the responses answers your original question.

While reading the document, you can change which comments you see by clicking the All comments drop down at the top of the page and selecting either My comments or No comments.

You can view your scores by clicking the My Grades button at the top of your course home page.

You may continue to ask questions, answer questions, and make comments outside of the context of a particular reading assignment.

However, note that if you edit a comment that was counted towards an assignment whose deadline has passed, that comment may no longer

count towards your score for that assignment

## Online Dialogue

(100 points)

We are a hybrid class, which means that we spend two-thirds of our class time live and one-third online building a virtual community.

To that end, we will have discussions online forums once a week to share magazine article we read and writing issues we face. We will share thoughts, ideas, challenges, etc.

Our discussions will be due every Thursday at 9 a.m., with the goal that we can comment on other posts by Sunday at 9 p.m.

## Pitch Me a Story--Twice

(Each worth 100 points)

For each article (twice during the semester) you will develop three different story ideas (total of six)—for the type of article you will be writing for your magazine. The story ideas can fit one of three categories:

1. **Profile Article:** Select one person, place, thing, event or business (a single

entity) and write a profile of 1,000-1,500 words.

A profile is like a mini-biography that shows us the news value (why is this story being written now) and delves into the past, present and future of the subject.

Keys to success are that the entity has a reason to be profiled and you show a complete story with strong sources. You will need at least three human, quoted sources.

2. **Enterprise Article:** Pick a topic that has significance for the Ohio State community, and dig deep into its causes, history, evolution, ramifications and future. You will need at least three sources. 1,000-1,500 words.

3. **Immersive piece:** Did you ever want to live another person’s life or work in another person’s job.

You can do that in this article which will allow you to immerse yourself in a story and write from the first or third person.

In each pitch you will need to show us the story ideas, complete with theme paragraph and potential sourcing. (1,000-1,500)

You will pitch these stories in class in an “elevator” style 2-minute pitch. The class, led by your magazine team, will determine whether the idea is suitable for your publications.

## Fantastic Features

(Article 1, 200 points)

You will write two feature articles for your magazine in two of the three styles mentioned above. (Before you ask, you must write two different article types!). Each article will follow the feature style of writing we learn in class and utilize at least three human sources.

Please do not pursue your article until we approve of the topic via this story-idea process, or you may end up working on an article that can’t be completed or is not a fit for your publication.

Changes happen to articles, and I understand that, but I need to know about any major changes to the theme before submission.

## Option

A student may pursue a single long-form story across the entire semester. That can be done with special arrangements.

## Making of a Midterm

(100 points)

In this class you will create your own themed magazine using iBooks Author. It will contain your two articles, although you can partner with others to make a bigger magazine. Every article you have in your magazine will need photos and headlines, but could also have video, audio interviews and graphics also included.

Your midterm will be your initial design of the magazine. Each person will design their own articles, complete with headlines, photos and video.

## Create Your Own Magazine

(150 points)

Your final project is the complete version of the magazine, fully designed, copy edited, with photos accompanying every article, an introductory video, and with a cover, table of contents, staff box and introductory column from the editor.,

YOU will submit a .pdf and the .iba file to Canvas.

## Revisionist History

Every person’s article will be edited by me and by your peers. Participating in that process is crucial to your success as a writer and that of your classmates. You have the opportunity to revise both articles using my comments and the peer review comments, and potentially increase your grade by 10 percent.

## Extra Credit

Everyone will have the opportunity throughout the semester to attend events or do research for extra credit, up to 20 points.

**Activities:** Participate in the outside class activities identified during the semester

**Research:** Take part in School of Communication research, and receive 5 points per activity. <http://osucomm.sona-systems.com>

I’ll ask at the end of the semester for you to self-report extra credit. The responsibility is yours. The deadline for completion and reporting to me all of the extra credit is the last day of class.

# No Slacking Off

## New network to foster class communication

To keep us communicating as closely as possible, I have created communities for us on an application called Slack, which is available on both your laptop, desktop and mobile devices.

Slack will take the place of email, allowing us to have both public and private discussions about class, share files (but not assignments), and keep a record of all we discuss in themed “channels.”

Slack works through a system of hashtags, much like Twitter. But only members of a given team can see the postings on the hashtag.

Every magazine team will have its own Slack channel for public and private discussions

You’ll also get the most out of Slack if you install the mobile app (iOS / Android) and the desktop app (Mac / Windows) so you get desktop notifications about new messages and can keep up with what’s happening without needing to leave a browser window open.

### Slack commands you need to know

#### @channel

A channel in Slack is like a “room” for discussions, usually arranged around a topic of discussion or the relevant team. To send a notification to everyone in the channel, type @channel and then your message.

This can be annoying if you’re in a large channel, particularly if there are people across a lot of time zones. People tend to use @channel a lot, but it’s useful for getting everyone’s attention.

#### @username

To send a notification to a specific person inside a channel, type @username. For example, to alert me, you’d type @nicole.

#### @here

Like @channel but only notifies people that are online and active, so less annoying.

#### /me

If you want to talk in third person, this is for

you. For example, if you’re going to lunch, you’d type “/me is going to lunch” and it would show as “Owen is going to lunch.”

#### DM

Direct/private message between you and one other person.

#### Private Group

Like a channel, but by invitation only. Useful as a ‘disposable’ room for events, quick team discussions or gossip.

#### /open

Opens a new channel.

#### /leave

Drop out of a channel.

#### /collapse

Hides all images and GIFs in a channel.

### Who’s who

One feature many aren’t aware of is Slack’s ‘team directory’ that gives you a quick overview of who people are in your company and how to contact them.

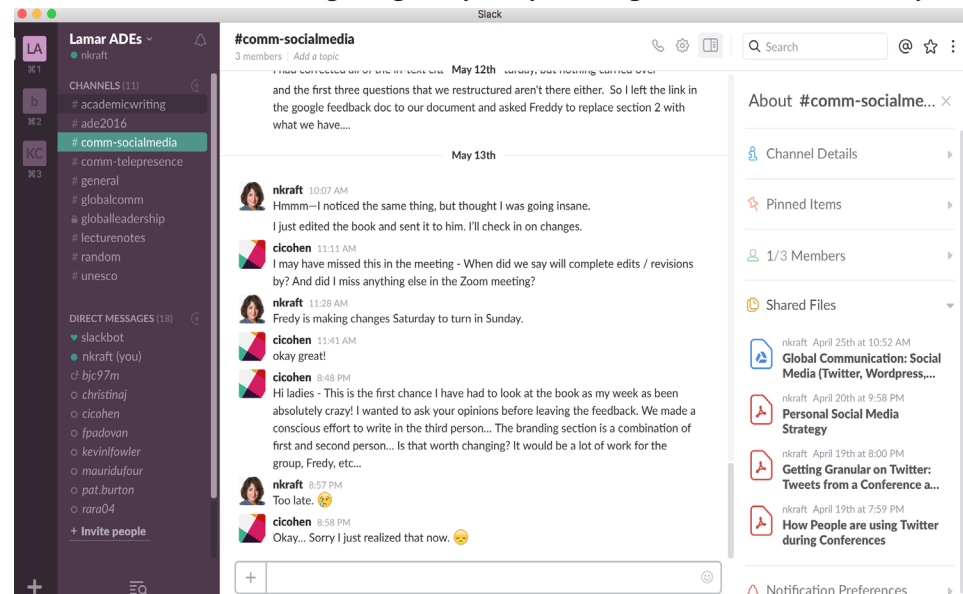
It can be accessed via the “...” menu in the top right or by heading to your team site. It lists each team member along with their contact details.

When you sign in to Slack for the first time, every type of notification imaginable is enabled. There are many different ways to manage notifications.

Each channel has individual notification preferences, so you can get notifications for every message, just your name being mentioned or nothing at all.

To get to the settings, open the channel you want to change and click the name of it at the top of the screen, then “channel notification preferences.”

From here you can set up both mobile and desktop notifications so the alerts only go where you want them.



# OFFICE SPACE

## Editorial Meetings, Writing Bar to provide student-centered class guidance

Every semester, professors around Ohio State include a line in their syllabi encouraging students to visit them in “office hours.”

And every semester those same professors sit alone in their offices, wondering why students do not come by. Not so for Comm 4202.

Instead of office hours, this class will feature a “Editorial Meeting Time,” where students will be able to come and get help on their articles, and discuss topics and techniques.

The goal is for students to join in a collective and congenial environment of dialogue and discussion, as opposed to simple questions and answers.

“There are few more lonely times in a semester than when you are awaiting students during ‘office hours,’” Prof. Nicole Kraft said. “I want students to feel that time is theirs, not mine. The space is open and they are encouraged to come and go as they wish to get the guidance they need. The space--and I--am there to serve.”

Bring your favorite magazines and articles for us to break down and figure out how to emulate. Read a compelling piece and let’s discuss how it was put together, and how you might craft one that is similar.

In addition, students can come and get assignment and class help from Kraft and a team of students who will offer weekly “Writing Bar” sessions.

The Writing Bar will be much like an Apple Genius Bar, where students can come and get one-on-one help from people who know the subject matter best--students who have already taken the class and excelled.

“I truly believe that students learn best from each other,” Kraft said. “The connection with those who have been through a class and those going through the same experience provides a connection that can help everyone learn more effectively.”

Kraft is also available for one-on-one meetings throughout the week. She would also love to have coffee or meet for lunch, which can be paid for through [Arts & Science’s Take Your Professor to Lunch](#) program.

### Editorial Meeting Time

The Comm 4202 Editorial Meeting Time will be held Friday from 11 a.m.-1 p.m. in 3045E Derby Hall. Come to discuss topics or articles, get feedback on ideas or magazine designs.

### Writing Bar

Writing Bar hours will be Wednesday from 11 a.m. to 1 p.m. in the Lantern Conference Room, 275 Journalism. Bring your articles or magazine designs to get on-on-one help from writing experts, who can walk you through the process from idea to reporting to execution. Clinics will be held to facilitate your projects. Appointments are welcome but not required. Please sign up on Slack at #writingbar.

The Comm 4202 Writing Bar genius is **Madison Hoffman**, a senior at the Ohio State University. Here is how Madison describes herself on LinkedIn:



“As a student of strategic communication with a minor in general business, I am insatiably curious, extremely hard-working and immensely passionate about effective storytelling in its many forms, across both traditional and digital platforms.”

“I am excited about the intersection of emerging technologies and evolving media, intrigued by what appeals to an audience and why, love collaborating with others to push the cultural conversation forward, and honored to learn from professionals across the industry.”

With uniquely diverse experiences in television, public relations, media, publishing and politics, I have gained a wide array of forward-facing and media related skills that I am ready to parlay into a career upon graduation.”



# Welcome to the **Real World**

## *Kraft offers advice for students seeking success*

College is intended to prepare students for the real world. For many—especially in journalism—your undergraduate career is like a first job.

Students 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, Prof. Nicole Kraft offers these tips for how to succeed in the real-world environment that is Comm 4202.

1. **We write.** 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. **Get it right:** 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:** The active learning 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. **ID yourself:** We use Slack for communication, but if you do email, please include your class number (Comm 4202). 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 come to our editorial hours.

10. **Deadlines are deadlines:** This is a professional work environment, so work must be done based on deadlines. Late assignments will get edited, but no points will be assigned. No in-class assignments can be made up.

11. **No paper:** Due to the professional (and paperless) environment of this class, I don’t accept any handwritten assignments.

12. **Something social:** 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. **Stay professional:** We do not interview or quote friends, relatives, roommates, classmates, etc. In our industry it’s considered a conflict of interest.

14. **Stay honest:** 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.



# Techno Culture

*iBooks turns students into publishers*

Students in Nicole Kraft's Ohio State Magazine Writing classes have, since 2004, learned how to find story ideas, develop sources, conduct interviews and write articles. Many of them even pitched those articles to real magazines in the hopes of publications. But it was only a small percentage who actually got published, leaving others to only hope to someday see their names in print.

All that changed in 2016 when Kraft incorporated into her classes the application iBooks Author, which now allows every class to become publishers as well as writers by designing and providing their own magazine in the iTunes Store.

"There are few better feelings than seeing your name in print, and sharing with the world a story you have discovered and developed," Kraft said. "I want every student to experience that feeling."

Kraft first discovered iBooks Author when she developed her own interviewing textbook called, "Always Get The Name of the Dog." She soon realized the applications it could have for students and sought to engage her students with the platform. So far Comm 4202 classes have designed five magazines and one, The Millennial, is currently live in the iBooks Store. They have to really be perfect before we can put them out into the world," she said. "This semester my dream is both magazines will be published and will be well received."

To facilitate publishing work, Kraft asks any student with a Mac laptop to download the application [iBooks Author](#). She will provide instruction on how to use the application in class, and students will also visit the Apple Store at Easton for training with Apple professionals.

Kraft is a big believer that students should use the technology with which they feel comfortable in class. Every student is encouraged to bring their laptops, tablets and phones to class to use for publishing and reporting work.

She cautions her students that she knows when they are texting or surfing or snapping, and encourages them to treat the class and its policies with respect, so she can do the same.

"We cannot deny that technology is an important part of publishing and communication careers," she said. "The key, however, is to use them responsibly."

## *Technology Excuse Statement: Computers Can be Friend or Foe*

This course, like journalism as a whole, relies heavily on access to computers, specific software, and the Internet. At some point during the semester you will likely have a problem with technology. Your laptop will crash; your iPad battery will die; a recording you make will disappear; you will accidentally delete a file; the wireless will go down at a crucial time.

These, however, are inevitabilities of life, not emergencies. Technology problems are not excuses for unfinished or late work. Bad things may happen, but you can protect yourself by doing the following:

Plan ahead: A deadline is the last minute to turn in material. You can start--and finish--early, particularly if challenging resources are required, or you know it will be time consuming to finish this project.

Save work early and often: Think how much work you do in 10 minutes. I auto save every 2 minutes.

Make regular backups of files in a different location: Between Box, Google Drive, Dropbox and iCloud, you have ample places to store and back up your materials. Use them.

Save drafts: When editing, set aside the original and work with a copy.

Practice safe computing: On your personal computer, install and use software to control viruses and malware

# Yes, it's time for TWITTER

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.

Among the skills you need to master is how to use social media for good and not (potential) evil.



Believe it or not, everything you do or eat is not worth putting on public, open-to-the-world social media. What is worth publishing are the activities, experiences, thoughts, work product and information that will make a potential employer think you worthy of hiring.

To that end we will use Twitter, professionally, for every class.

Between the beginning and end of class tweet something significant to your followers--a concept from class, an article, information shared by a guest speaker. Include a photo and link where possible.

This will count as your attendance and your initial foray into the professional nature of your social brand.

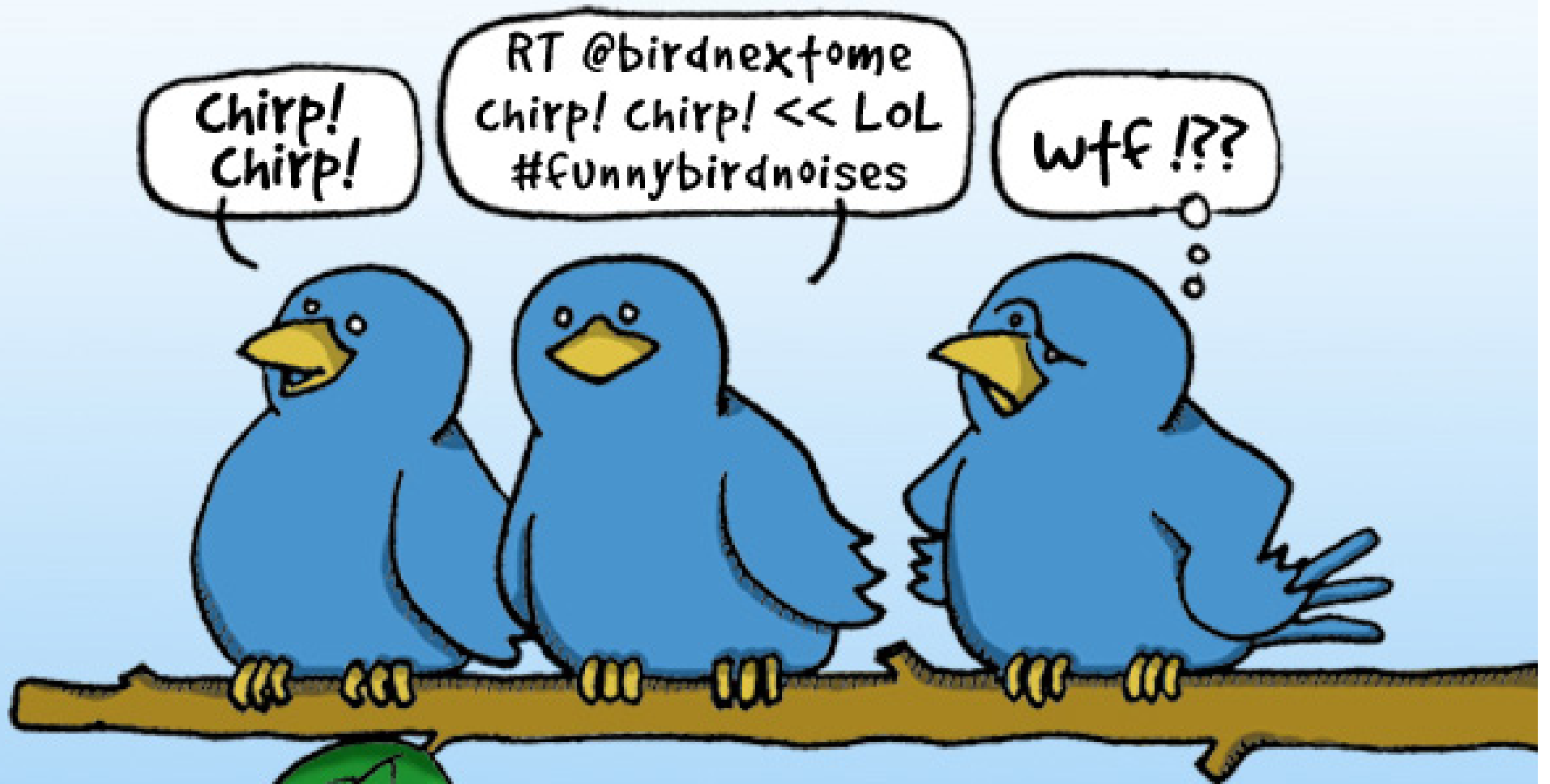
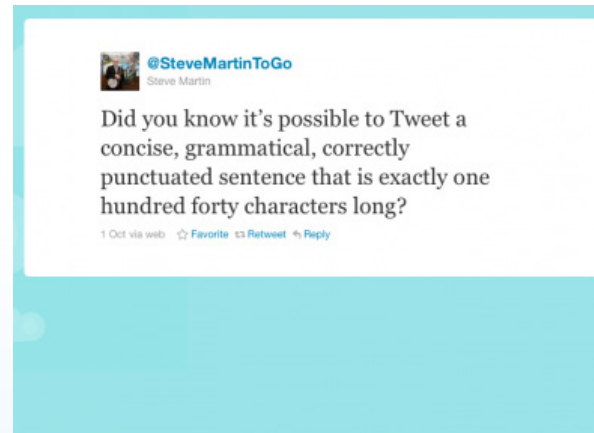
In addition to your posts, make your profile as professional as possible with a strong Twitterography that includes details of significance to who you wish others to think you to be. Put in a photo that helps others see you as a serious journalist (it should just be you with no companions).

Include a website if you have one, or create a

LinkedIn to serve as a resume site.

The goal is we all learn the potential impact of Twitter in "talking" to the world—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 #osumagazines for all posts.

Please follow the hashtag #osumagazines and follow me (@nicole\_kraft), so I can put you in our class list.





# And in the end...

## 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.

I will notify you in writing and in our next class session of change.

## 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 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.

**AP Stylebook.** This is the bible for all newswriting style. Please buy a copy or subscribe online!

## Attendance & Make-up Policy

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. If you miss class for whatever reason, it is your responsibility to meet with another student to find out what we covered. I'm afraid I only teach each class one time. Please do not ask what I want you to do if you are absent. The syllabus will show you what we do and what is due. If you miss class, you will not be able to make up in-class work or extra credit.

## 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

## Special Accommodations

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform me as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

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](http://studentaffairs.osu.edu/resource_csc.asp)

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>.

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" available at <http://oaa.osu.edu/coam/ten-suggestions.html>.

## 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.

## 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.

## Master of Your Domain

This is your class. I am here to guide, encourage, facilitate and keep everyone on task. I am not, however, your high school teacher. You are not because you "have" to be, but because it is an investment in the person and professional you wish to be in the future. You will get as much out of this class as you put into it.

## Course Schedule: Week by Week

<b>Week 1a (1/9):</b> Introduction to the course, Intro to class, Canvas and iBooks Author. Let's talk journalism—Features v. News	
<b>In-Class Activity:</b> Read syllabus, explain structure of course, magazine discussion	
<b>Week 1b: Do readings in Carmen and watch class videos</b>	
<b>Discussion 1:</b> Post a link to a favorite magazine article and why you think others should read it. (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
<b>Week 2a (1/16):</b> NO CLASS--MLK Day	
<b>Week 2b Do readings in Carmen and watch class videos</b>	
<b>Discussion 2:</b> Brainstorm your first three story ideas. (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
<b>Week 3a (1/23):</b> Understanding article construction, theme writing	<b>Readings (before class):</b> Week 3a
<b>In-Class Activity:</b> Writing in magazine style w/ anecdotes.	<b>Due at end of class:</b> 3 story ideas.
<b>Week 3b Do readings in Carmen and watch class videos</b>	
<b>Discussion:</b> Watch interview on TV or YouTube. Describe what made it a good or bad interview and why. (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
<b>Week 4a (1/30):</b> Interviewing and immersion	
<b>In-Class Activity:</b> Turning interviews into copy	
<b>Week 4b Do readings in Carmen and watch class videos</b>	
<b>Discussion:</b> Find and post a profile, and record post on what made it work or not work for readers. (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
<b>Week 5a (2/6):</b> Crafting the article	
<b>In-Class Activity:</b> Writing with facts and quotes, completing the article	<b>Reading (before class):</b> Week 5a
<b>Week 5b Weekly Readings: Do readings in Carmen and watch class videos</b>	
<b>Discussion:</b> ID your biggest article challenges to this point and how you will address. (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
<b>Week 6a (2/13):</b> Article Writing	
<b>In-Class Activity:</b> Writing!	<b>Due (end of class):</b> First Article DUE
<b>Week 6b Weekly Readings: Do readings in Carmen and watch class videos</b>	
<b>Discussion:</b> Articles from magazine team	
<b>Week 7a (2/20):</b> Article Workshopping	
<b>In-Class Activity:</b> Discuss each article	<b>Reading (before class):</b> Teammates' articles
<b>Due at start of class:</b> second set of 3 story ideas.	
<b>Week 7b Weekly Readings: Do readings in Carmen and watch class videos</b>	
<b>Discussion:</b> What were best and worst part of Article 1, and what will you do differently? (Post by Thursday 11:59 pm.; respond to 2 classmates by Sunday 11:59 p.m.)	
<b>Week 8a (2/27):</b> Pitching articles	
<b>In-Class Activity:</b> Brainstorming story types and second article pitch	<b>Reading (before class):</b> Week 8a
<b>Due at beginning of class:</b> First Article Revision	
<b>Week 8b Weekly Readings: Do readings in Carmen and watch class videos</b>	
<b>Week 9a (3/6):</b> Developing magazine assets	
<b>In-Class Activity:</b> Writing on article 2 and identifying and assigning assets	
<b>Week 9b Discussion topic:</b> What was your biggest challenge from article 2 and how will you address?	
<b>Week 10</b> <b>SPRING BREAK</b>	
<b>Week 11a (3/20):</b> Designing the magazine	
<b>In-Class Activity:</b> Setting up magazine design and templates	<b>Reading (before class):</b> Week 11a
<b>Due at beginning of class:</b> Second Article Due	
<b>Week 11b Weekly Readings: Do readings in Carmen and watch class videos</b>	
<b>Week 12a (3/27):</b> Article Edits	
<b>In-Class Activity:</b> Workshopping articles	<b>Reading (before class):</b> Teammates' articles
<b>Week 12b Work on revision</b>	
<b>Week 13a (4/3):</b> Designing in class	
<b>In-Class Activity:</b> Work on magazine designs and put together for midterm	<b>Due before class:</b> Second Article Revision DUE
<b>Week 13b Watch Shattered Glass</b>	
<b>Reading:</b> Second article editing for team	<b>Due at 3 p.m. Thursday:</b> Magazine Midterm
<b>Activity:</b> 13b Watch Shattered Glass	
<b>Week 14 a(4/10):</b> The story behind Shattered Glass	
<b>In-Class Activity:</b> Guest Speaker	<b>Weekly Readings:</b> Week 14a
<b>Week 14b</b> Article revisions and design	
<b>Week 15a (4/17):</b> Editing articles and designing magazines	
<b>Week 15b</b>	
<b>Weekly activity (4/20):</b> Editing articles and designing magazines	
<b>Week 16 (4/24):</b> Unveiling our magazines	
<b>In-Class Activity:</b> Finishing and showing off magazines	<b>Due at 4 p.m.:</b> Final Magazines