

Writing for Media

Tuesday/Thursday 11:30 a.m.-1:20 p.m.

(Spring 2019)

281 Journalism Building

Welcome to the newsroom: Comm 2221 begins

Comm 2221, Ohio State's class introducing students to journalism, will kick off Jan. 8 for the Spring Semester of learning and writing.

Taught by Dr. Nicole Kraft, the course offers students the chance to learn many of the skills needed to become reporters, from writing and editing to interviewing, multimedia, social media, data and investigations.

"When students walk through this door, they leave school behind to a great degree and enter the journalism world," Kraft said. "Even more importantly, they are officially a member of Lantern Media—newspaper, website and television—and all of their articles and projects will be written with the goal of publication."

Kraft said the class is unlike most other academic "writing environments," in that students use interviewing and reporting with real people to tell real, true stories that contain facts and quotes.

She said every story must have news value that appeals to readers, and students will follow the strict code of ethics that ensures journalists report fairly and accurately, write factually and 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," Kraft said. "We will work together to figure out how you can be that person."

Articles in Comm 2221 will be written

and produced for the OSU community, and will include writing for print and online platforms, as well as recording sights and sounds for online, TV or audio broadcast, Kraft said.

Students will also tweet, use social media to broadcast live, research, and disseminate information, as it serves our needs in class projects and assignments, she added.

Students will work with Lantern editors to ensure articles have the greatest potential for publication, she said.

"This class offers the opportunity for students to be engaged in the real world, in the safety of an academic environment," Kraft said. "I can't wait to get started this semester."

Objectives and goals: Becoming a journalist

The goal of Comm 2221 is to prepare students to be the best writers they can, and to learn skills that will help them get a job as communicators in the real world.

By the end of class they will be able to:

- 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.
- Begin to understand how social media and multimedia augment and enhance reporting, and utilize those skills in our reporting.
- Walk into a newsroom and contribute



as an editor and/or multimedia journalist on your first day by being proficient in reporting, writing, social media and multimedia elements.

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

1. Write news articles in the inverted pyramid and feature style.
2. Tell factual stories across platforms.
3. Identify and execute articles that contain news value.
4. Interview appropriate live human experts in person, and take accurate notes that are utilized in articles to provide paraphrased facts and supporting quotes.
5. Develop story ideas.
6. Utilize social media in a professionally constructive way.
7. Get published in The Lantern and TheLantern.com.

Students to receive iPads for semester

Many classes may ban or limit the use of mobile technology, but Comm 2221 embraces technologies place in journalism and academia by utilizing iPads in class.

Every student in class is provided with an iPad Pro, Apple pencil and keyboard to use for the semester, with the goal of reporting and writing every article, as well as creating multi- and social media elements for every assignment, said Dr. Nicole Kraft.

This class has no conventional textbook, but students have plenty of required and optional reading. Most readings will be accessed through a program called Perusall, linked off the course homepage in Carmen. Please make sure to read all of the links listed for each class date BEFORE class meets.

Other readings include:

- [AP Style Book](#) (book or online) \$26 (required)
- [Always Get the Name of the Dog](#): A guide to media interviewing \$31 (optional)
- The Lantern in print/online and Lantern TV.
- Columbus Dispatch for iPad (free App, needs digital Dispatch subscription)
- Follow Twitter account (www.twitter.com/Nicole_Kraft).



Rules of the Road: Policies help Comm 2221 run smoothly

Attendance & Make-up

Attendance (both physical and mental) is key to your success in this class. Student grades are largely contingent on presence and participation in class, and engaging on Twitter. Listen, participate and ask questions. The work done in class is not found in readings.

If students miss class for whatever reason, it is their responsibility to obtain notes from a classmate. Students may not make up any in-class work or extra credit opportunities.

Withdrawal

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.

Revision Makes Right

Editing is a huge part of every article, and each of your assignments will be edited by Kraft (for a grade) and by classmates, with the goal of making it better for readers.

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 writing, and every article students write will have a revision component.

Revised articles will be re-graded and averaged together with your original for the final grade. The key to success in revision is to a) understand and b) make the changes suggested by your editors and readers.

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 may earn points by:

- Participating in the outside class activities identified during the semester (5 points per activity)

- Take part in School of Communication research, and receive 5 points per activity.

- If you submit a story BEYOND the ones you write for this class to The Lantern, and it gets published with only your byline!

All extra credit must be reported via Carmen by the last day of class.

Professionalism key to success in Comm classes

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 news “staffers.”

2. No fact and style errors or misspellings: Avoiding these is VERY important in the pursuit of journalistic skill so they are weighted heavily in class.

3. Coming on time and ready to work on the material for the day: Our class 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.

5. Staying in class: I know you have things to do. We all do. But we have committed to being in class together for two hours twice 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 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 2221).

Nicole Kraft would love to meet privately with students who make an appointment, and she’d love to have coffee or lunch.

I teach three classes and this will help me understand/respond more quickly to your questions.

9. Message etiquette: To ensure we are preparing for the “real world,” your emails to sources should be written using standards of courtesy (address, proper tone, and signature). I do not edit articles over mes-

saging, so if you wish to work on your article one-on-one (which I encourage!), please make an appointment or drop by my writing bat or the newsroom office.

10. Deadlines are deadlines: 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. 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 use Twitter 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.

12. 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.

13. 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.).

14. Only if a Lantern editor accepts the article ideas do we say we are writing for The Lantern, but we will always write with the goal of being published.

15. We always tell sources we are interviewing them for an article that will be published. This is not theory—it’s real life! That means full names for all sources and exact quotes on the record.

Article writing to be main focus of learning

Here are your assignments for Autumn 2018. Details for all assignments are in Carmen.

Perusall readings (50 points)

Most of the readings in this course will be through the program Perusall, accessible through Carmen, which allows you to read AND talk to classmates (via written messages) about what you have read. Your comments are assessed by Perusall based on quantity and quality, and assigned points 1-3. Complete instructions are in Carmen under Modules.

Grammar Assessments (50 points)

Grammar is a key part of writing, and we will help guide you through some key grammar issues. They are short and, hopefully, will help you see gaps. You can take them when you wish but must be completed by semester end.

Pin the Tail on the Campus

(100 points)

This in-class activity will test your reporting skills in the real world *on deadline*. It is a game and a challenge, and will include reporting, writing, photography, videography and interviewing.

AP Style & News Quiz Games

(100 points—10 points per week/10 weeks)

Assignment	Points
Perusall Readings	50
Grammar Assessments	50
Pin the tail on the Campus	100
AP Style/News Quiz Games	100
News Story	100
In-Class assignments	100
Feature	100
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.

Every week we will work on our AP Style and news consumption with a quiz-style game.

We will be divided into teams, and you will work with your team to determine the answer to questions provided in class. We will then come together and see who gets the most answers correct. The team with the most gets a bonus point.

To be successful, you must begin to write everything you can in AP Style and read news from a variety of sources.

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 inter-

viewing and journalistic writing in the “inverted pyramid” style for submission to The Lantern.

In-Class Assignments

(150 points—10 points each/15 assignments)

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.

Feature Story (100 points)

Feature articles have more of a “lifespans” 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.

Midterm (150 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 (100).

Final project brings together semester worth of learning

As a final project to showcase your journalistic skills—research, writing, photography, video and editing—you will be part of a team that researches a journalism-related topic and creates a comprehensive project that is displayed on a Wordpress blog.

Your team’s project must be an enterprising and comprehensive package about a topic of interest to the Ohio State or Columbus community. It must, however, be large scale and significant to a large number of people on a topic that reflects the greater community. Examples might include:

1. What Ohio State is doing to combat sexual assaults on campus.
2. A look at the international student experience on campus, including how much they pay, how they assimilate, services to support, challenges they face, etc.
3. The role of lecturers at Ohio State and how their lives differ from tenure-track faculty.

4. How has Columbus been impacted by the Black Lives Matter movement, from police to City Hall, to Ohio State, etc.

5. The election and Ohio State—who is active for candidates, how does campus prepare for visits, what are views and perspectives.

Every project will include these pieces:

1. An article from each team member in varying styles of news and features that present varying sides of the topic.
2. At least three pieces of media for every article, including but not limited to photos, videos and a data support with visualization.
3. A comprehensive source list with phone numbers, contact info and times/dates/locations of interviews.

Steps:

1. Choose a topic, and run it by Dr. Kraft for approval. Every topic must be approved before it may be pursued.
2. Research your topic, and develop a

source list. You will need a minimum of 10 sources for the project and at least three per article.

3. Determine focus for articles. Articles should showcase different aspects of your topic as well as all be related to your topic.

4. Take photographs and video related to your articles. You MUST use your own photography/video, and all must have accompanying captions. Use at least two photos per article. Also, feel free to create charts, graphs, a photo essay, etc. to round out your pages.

5. Edit your articles for content and AP Style, then proofread.

6. Design your project. Be inventive! Think outside the box! Look online or at other publications for ideas. Be sure to include headlines, bylines and photo credits. It can be for print or online.

7. Edit your entire layout and all articles.

8. Be prepared to share your with the class.

Communication apps keep Comm 2221 talking

Comm 2221 does not use email, but that does not mean there are not ample opportunities to communicate. This class will utilize two primary communication apps: Slack for messaging and Zoom for video conferencing. Let's check them out:



Slack

Students in Nicole Kraft's Comm 2221 class will be using an app called Slack to communicate inside and outside of class and it will, for all intents and purposes, **replace class email**.

Slack is an instant messaging and collaboration system in which "channels" are used to separate communities

and discussions.

All students have been invited to the class Slack, and are encourage to sign-up and accept ASAP. There you can send and receive messages to the whole class, and to Nicole and classmates privately.

For more information on Slack, visit the page on Carmen under "Before Class Begins."

Zoom

Zoom unifies cloud video conferencing, simple online meetings, group messaging, and a software-defined conference room solution into one easy-to-use platform. Our solution offers the

best video, audio, and wireless screen-sharing experience across Windows, Mac, iOS, Android, Blackberry, Linux, Zoom Rooms, and H.323/SIP room systems. Founded in 2011, Zoom's mission is to develop a people-centric cloud service that transforms the real-time collaboration experience and improves the quality and effectiveness of communications forever.

To sign-in, simply go to <https://zoom.us> and click on "Login." From there you can Login using Google, Facebook, or your already existing Zoom account.

If you do not have an account with Zoom, you can select "Sign Up" to create a new Zoom account.

Once you have signed up or logged in, click on Host a Meeting, the desktop app will auto-download. Alternatively, you can click on the download footer link at <https://zoom.us> or directly from <https://zoom.us/support/download>

For iOS, visit the Apple App Store and search "zoom"

For Android, visit Google Play and search "zoom"

After you launch the app, you have two options. You can select "Join a Meeting" or "Sign In." If you just want to join a meeting-in-progress click on "Join a meeting." If you would like to log in and start or schedule your own meeting, click on "Sign In."



Course tech utilized for student success

This course extensively uses Carmen, and all of your readings and assignments will be available through Ohio State's learning management system. This system is sometimes referred to as "Canvas," but those terms are interchangeable.

Carmen

Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu. Every week has a full module that contains class videos and assignments.

Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>

If you need additional services to use these technologies, please request accommodations with your instructor.

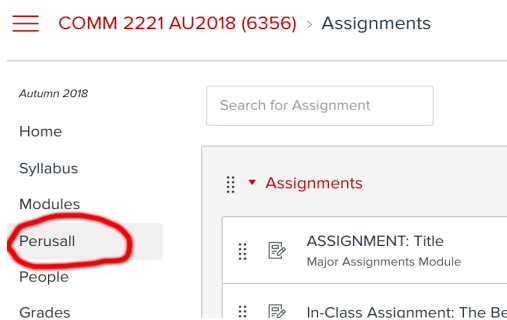
Readings

The majority of your readings will be done through a program called Perusall, which you access off of the Carmen left navigation menu.

Once you click on the link, it will take you to Perusall where readings are listed by date. Please see Carmen for a complete explanation of Perusall, which will be demonstrated in class.

Additional readings will be available in your main Carmen module for the day, and will involve helpful tools and news articles you will need to read for the weekly assessment.

Your only textbook to buy is the AP Stylebook as a print



or digital version. The digital version is much more versatile and there is an accompanying app. You will use it for the rest of your journalism program--and into your career in PR or journalism. The cost is about \$25.

Please review the Diversity Style Guide, created at the Center for Integration and Improvement of Journalism at San Francisco State University, available in Carmen, and follow it as a guide to report with "accuracy, authority and sensitivity."

Materials and apps

The university has provided you with the basic apps we will need to use the iPad in class, including:

Notability: for note taking (reporting and in your classes)

Explain Everything: To create video graphics and tutorials for articles.

Microsoft Word: For writing.

iMovie: For video editing.

Garage Band: For audio editing.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

Equipment

University-provided iPad OR a laptop computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

More sources, asking questions, tech backups can enhance writing, class

Journalistic training can prepare students for many career and life opportunities, and this advice may help make your academic and career path even smoother:

Sources

You need at least two human sources for every article but, more importantly, you must have sources that have expertise to speak on your article topic. If you can interview Urban Meyer, that is a coup--unless you are writing about repaving 18th Avenue, on which he has no knowledge or experience. Then he is useless (as a source, not a person or football coach).

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. That conflict policy also spreads out to any activities, organizations, projects, companies, etc. in which you are involved in, but you can share story ideas with fellow reporters.

No Sharing

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.

The one major exception is The Lantern Media Group, for whom all students are writing. All of your work may be shared with Lantern editors for publication.

Ask Away

I know no matter how many times I encourage you to talk to me if you have questions, many of you will instead reach out to friends and classmates. I still desperately want you to reach out to me, but to help you reach out to fellow class reporters, everyone has been assigned to an editorial team with whom you will be able to work this semester.

Technology = No Excuse

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:



Live simulations are just one way that Kraft Comm students learn while doing.

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 your notes separate from assignments: Even if your story gets lost, you can always recreate it with access to your notes. Keep them organized, accessible and backed up.

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

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

Developing Life Skills

Dr. Tony Wagner, co-director of Harvard's Change Leadership Group, has identified what he calls a "global achievement gap," which is the gap between what even our best schools are teaching, and the must-have skills of the future (2009). These are the skills we will aim for you to develop in here.

1. Critical thinking skills
2. Collaboration across networks and leading by influence.
3. Agility and adaptability
4. Initiative and entrepreneurship
5. Effective oral and written communication.
6. Accessing and analyzing information.
7. Curiosity and imagination

Gentle Reminders Coming

At the end of every week Nicole will send via Slack and Carmen a "Gentle Reminder" to look ahead at assignments and goals coming in the next week.

Reading your Gentle Reminder is required and items in there may be included on weekly assessments.



Jake Rahe

Meet TA Jake Rahe

Jake Rahe, a Perrysburg, Ohio native and fourth-year student majoring in journalism, will serve as our teaching assistant this semester, and he is here to help with student writing.

In addition to journalism, Rahe is pursuing minors in Japanese language and video game studies.

Rahe was also the multimedia editor for The Lantern.

When not doing schoolwork, chances are he is cohosting a podcast, the “Student Slant,” or playing video games. He also enjoys spending time with friends and family and watching sports.

After college, he plans to pursue a job in video game journalism or teaching English in Japan.

Kraft: It’s Time for Twitter

Treating this class like a job will go a long way toward helping students prepare for post-graduation life, said Nicole Kraft. Their 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 professionalism points.

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

Believe it or not, everything students 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 a student worthy of hiring.

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

Between the beginning and end of class, students will tweet something significant to their followers--a concept from class, an article, information shared by a guest

speaker. Include a photo and link where possible.

This will count toward attendance and initial foray into the professional nature of a social brand.

In addition to posts, students are encouraged to make profile as professional as possible with a strong Twitterography that includes details of significance to who they wish others to think them to be.

Kraft advocates using a photo that helps the student

be seen as a serious journalist (it should just be a solo shot with no companions).

Include a website or create a LinkedIn to serve as a resume site, Kraft said.

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

Please follow the hashtag #osunewsclass and follow Kraft (@nicole_kraft), to be included on the class list.



2221 office space open weekly to meet

Comm 2221 does not have conventional “office hours,” but instead has “newsroom hours” times where students can gather to talk about writing, assignments, news or any other issues.

Newsroom hours are Thursday from 1:30 p.m.-3:30 p.m. in 3045E Derby Hall.

But Dr. Nicole Kraft says that to be a good writer, students must work and rework their copy, and they need editors to help.

To that end, she has established a crack editorial team who will offer with a weekly “genius” -style bar to work with on student articles and publications.

Writing Bar hours will be held every Tuesday from 1:30-3:30 p.m. in 217 Journalism.

But those are not the only meeting opportunities. Kraft and Rahe will both meet students for coffee and using remote office hours through the app called [Zoom](#).



Yes, there are often cookies served at Writing Bar!

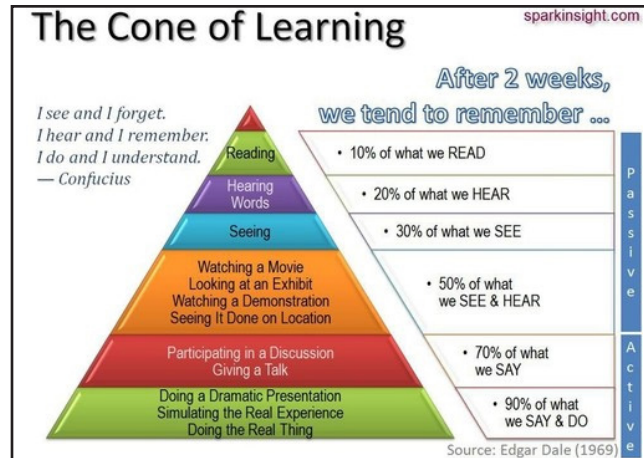
Kraft focuses on ‘Active Learning,’ engaged students

Dr. Nicole Kraft said she is 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, she does not subscribe to the “sage on the stage” class ideology, whereby she would lecture and students (hopefully) listen. Instead, this class follows what is known as the “active learning model.”

“That means students develop a knowledge foundation through readings and videos before class,” Kraft said. “Our class time is then dedicated to engaging with the material through a variety of activities and assessments to determine and build 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 this active learning model, 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.

Kraft said 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.?” she said. “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 students will spend four hours working at home, Kraft said, adding the main difference is your class time will be spent engaged in actively learning the material through discussion, exercises, activities and assignments.

The quality and quantity of in-class learning means that student attendance and participation are crucial to your success, so Kraft

cautioned students not think that watching lectures at home means they do not need to come to class.

“That is the foundation,” she said. “To truly build something meaningful, all of us we must work together.”

This model also allows students and faculty to work more closely together, and for Kraft to connect to students in a more focused and direct way, to assess and understand individual needs and goals, and to, hopefully, maximize what students take from the class.

Seeking Success

Kraft Comm Classes aim to prepare students for class, careers in me-

After 25 years as a journalist, Dr. Nicole Kraft joined the Ohio State School of Communication faculty as an assistant professor of journalism in 2010.

She began her career in sports in 1984 as an intern with the Golden State Warriors before joining the Philadelphia 76ers in 1985 to work in publicity. She helped create the Sixers Media Guide and was a contributor to Hoop Magazine.

She later covered high school sports for The Montgomery County Record and Montgomery Newspapers, before focusing her career on news, politics and government reporting. After a stint as a Congressional press secretary and editor at the Napa Valley Register she returned to sports in 1996 as associate editor of Hoof Beats. She became the magazine’s executive editor and director of communication for harness racing.

Kraft writes for the Associated Press covering the Columbus Blue Jackets and Ohio State basketball, and covers horseracing for the Columbus Dispatch. Her area of research is student-athlete use of mobile technology for academics, and she works with athletic departments around the country to help them better connect student-athletes to class and academic experiences. In 2015 she was named an Apple Distinguished Educator.

She earned her bachelor’s degree in political sciences/journalism from Temple University, a master’s degree in communication from Ohio State and a doctorate in education from Lamar

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University. Here is her view of education:

“Take every pre-conceived notion you have about classes and learning and professors and throw them out the window for this experience. You do not do work in here for a grade, and you do not do work for me as your professor. In truth, I am your editor, and you are all journalists, and the work you do is for a) read-

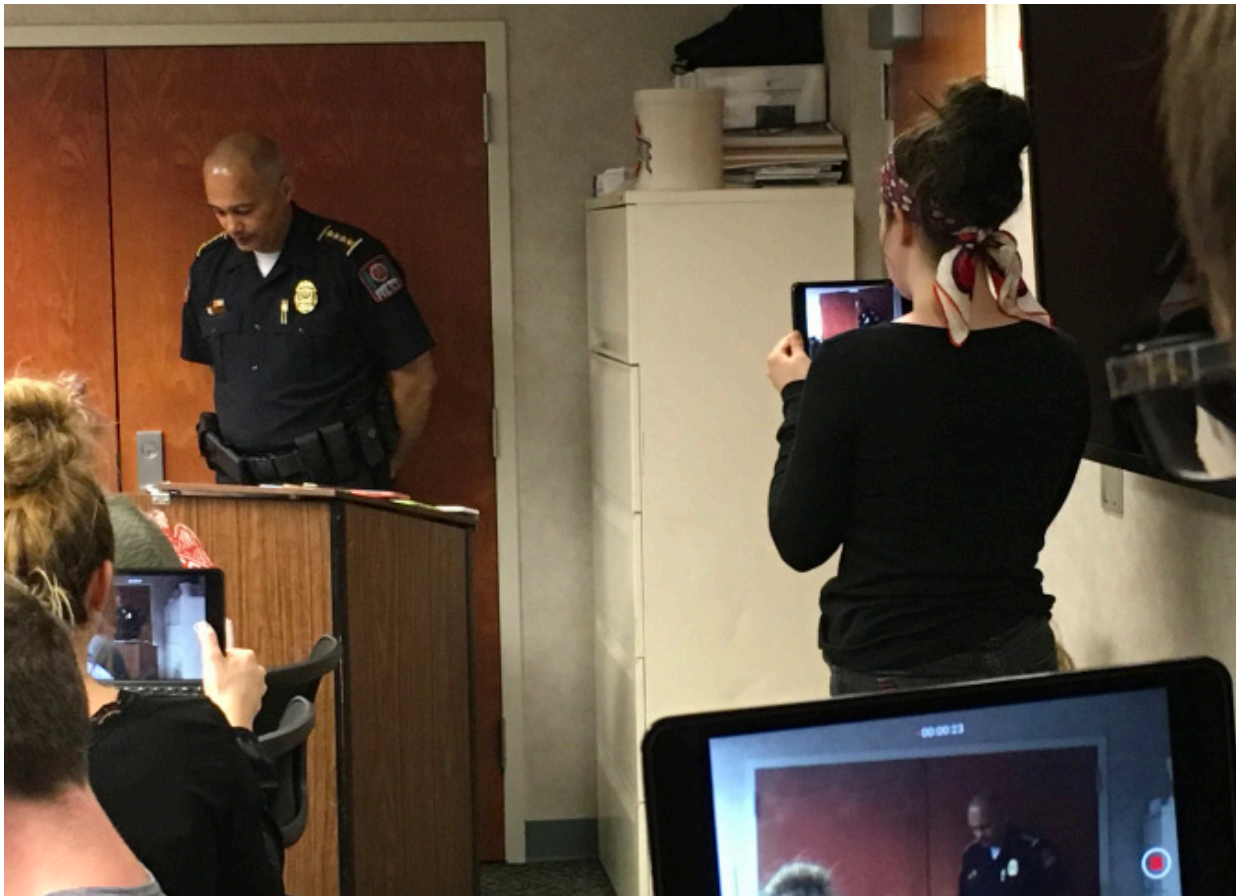
ers and b) to make you employable in the world. You have now all become beat reporters, which will allow you to focus an area you will cover and become master of your own story idea domain. That means the majority of ideas will be generated for you, by you.”

Kraft said the standards are professional, not academic, and the primary student work product is questions like “why” and “how”.

“You are here to fail as much as you succeed. Take chances, try new things, don’t be afraid to fiddle,” she said. “This is a life laboratory, and the more we experiment, the more discoveries we will make. My role here is your guide. We will discover together and learn much from each other.

“I heard recently of a great question from an editor who called for a reference check on a student applying for a job: ‘What is he going to be ready to do on Day One and what is he not ready for that’s going to mean more work for me?’

Every student needs to be as ready as possible to do that work Day One.



Journalism classes get field trip ready

If you joined Comm 2221 with the goal of sitting in a classroom, you have signed up for the wrong academic experience, according to Dr. Nicole Kraft.

Kraft said part of the Comm 2221 experience is venturing out into the reporting world and engaging with subjects across the university.

While students may be hesitant to talk to strangers or put themselves in uncomfortable positions, they soon get over it in the course of Comm 2221 work.

“Being a reporter means being out in the field, talking to source-

es, finding stories, connecting the population with the news they need,” Kraft said. “This class will challenge students to leave their ‘comfort zone,’ and adopt the reporters viewpoint.”

Among the class activities are a simulation with Ohio State Police, as well as numerous reporting assignments that will arm students with iPads and their “noses for news,” said Kraft.

“Being out in the world helps students see what is an interesting news,” she said. “That’s what our class is all about.”



Academic details help students find success

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 Kraft will notify students in writing of any changes.

Student participation

We spend a lot of material to learn in a short period of time. It is important that you attend all of our class sessions. All of the material is available on Carmen at the beginning of the semester. Readings and videos must be consumed before our live class session so we can work on active learning experiences.

Safe & Healthy

Keeping students healthy and preventing the spread of illness is important to The Ohio State University—and to Kraft. Students are encouraged to stay home if they are sick. Students who are sick and cannot attend class must contact Kraft BEFORE class to receive class any materials and turn in assignments via the drop box or e-mail. If students do not notify Kraft, an assignment will not be graded.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through the website <http://advising.osu.edu/welcome.shtml>.

Academic Honesty

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 review the Code of Student Conduct and, specifically, the sections dealing with [academic misconduct](#).

Academic misconduct is a serious offense, and it is my responsibility to make sure it does not occur. If I suspect 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.

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](#).

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.

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>.

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials.

Respect and Tolerance

The School of Communication at The Ohio State University and the Kraft Comm Classes embrace and maintain an environment that respects diverse traditions, heritages, experiences and people.

That 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 and classes, faculty, stu-

dents 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.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Special Accommodations: Students With Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.

Calendar of Events



Article



Rewrite



Draft

Module 1a

Jan. 8

Topic: Welcome to Journalism

Readings: 4 web articles in Perusall

Assignment: What kind of journalist are you and syllabus and course policies quiz.

Module 1b

Jan. 10

Topic: Let's talk technology

Readings: 5 web articles in Perusall:

Assignment: Upload first interview

Assessments: 3 grammar and survey check in

Module 2a

Jan. 15

Topic: AP Style & News Value

Readings: 7 web articles in Perusall

Assignment: Write a story about your time spent in the Lantern

Assessments: Sample AP Style Quiz and 3 grammar

Module 2b

Jan. 17

Topic: Story ideas and inverted pyramid writing

Readings: 5 web articles in Perusall

Assignment: Identifying inverted pyramid & Finding Story Ideas

Assessments: News & AP Style Challenge No. 1

Module 3a

Jan. 22

Topic: The Source Relationship

Assignment: Let's Get Interviewing and Build Blocks of Article

Readings: 6 web articles in Perusall

Assessments: News & AP Style Challenge No. 2 and 3 grammar

Module 3b

Jan. 24

Topic: Let's use interviewing to write

Readings: 3 web articles in Perusall

DUE: NEWS ARTICLE DRAFT

DRAFT

Module 4a

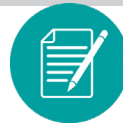
Jan. 29

Topic: Beat reporting and backgrounding

Readings: 2 web articles in Perusall

Assessment: News & AP Style Challenge No. 3 and 2 grammar

DUE: 1ST NEWS ARTICLE



Module 4b

Jan. 31

Working with Communication

Assignment: The Beat Memo

Module 5a

Feb. 5

Topic: Editing and Headlines

Assessment: News & AP Style Challenge No. 4 and 2 grammar

Readings: 6 web articles in Perusall

Assignment: Let's Try Editing and Team Editing and Headlines

Module 5b

Feb. 7

Topic: Feature Writing

Readings: 6 web articles in Perusall

Assignment: Feature Story Ideas

Topic: Writing and Editing

Due: 1ST NEWS ARTICLE REWRITE

Revise!

Module 6a

Feb. 12

Topic: Social and Multimedia in reporting

Readings: 6 web articles in Perusall

Assessment: News & AP Style Challenge No. 5

Assignment: The Photo Walk

Module 6b

Feb. 14

Writing on Research

Readings: 4 web articles in Perusall

DUE: FEATURE ARTICLE DRAFT

DRAFT

Module 7a

Feb. 19

Topic: Pin the Tail on the Campus

Readings: 4 web articles in Perusall

Assignment: Pin the Tail on the Campus

DUE: PTTOTC Article



Module 7b

Feb. 21

Topic: Pseudo-events and Breaking News (Oct. 5)

Readings: 6 web articles in Perusall

Assessment: News & AP Style Challenge No. 6

Assignment: Developing a breaking news plan

DUE: FEATURE ARTICLE



Module 8a

Feb. 26

Topic: Live coverage of breaking news

Readings: 4 web articles in Perusall

Assignment: Breaking news simulation

Revise!

Module 8b

Feb. 28

Topic: Midterm Review

DUE: FEATURE ARTICLE REWRITE (optional)

Please see the corresponding modules in Carmen for extensive details on all readings and assignments.

Module 9a

March 5

Midterm Begins

Midterm Jeopardy--AP Style/News/Current events
Article Topic Assigned

Module 9b

March 7

Midterm Completed

DUE: MIDTERM ARTICLE DRAFT
DUE: MIDTERM ARTICLE

Revise!

Module 10a/b

March 12/14

SPRING BREAK

Module 11a

March 19

Topic: Public records and meetings

Readings: 6 web articles in Perusall

Assessment: News & AP Style Challenge No. 7

Assignment: Working with Public Records

Module 11b

March 21

Topic: Radio reporting

Readings: 3 web articles in Perusall

Assignment: Recording audio

Module 12a

March 26

Topic: Broadcast reporting Part 1

Readings: 5 web articles in Perusall

Assessment: News & AP Style Challenge No. 8

Assignment: In-Class-Video

Module 12b

March 28

Topic: Broadcast reporting Part II

Assignment: In-Class-Video

Module 13a

April 2

Topic: Investigative/special projects Reporting

Readings: 9 web articles in Perusall

Assessment: News & AP Style Challenge No. 9

Assignment: Creating story from Data & final project proposal

Module 13b

April 4

Topic: Intro to Media Law and Ethics

Readings: 4 web articles in Perusall

Assignment: Identifying Libel

Module 14a

April 9

Topic: Fake News

Readings: 5 web articles in Perusall

Assessment: News & AP Style Challenge No. 10

Assignment: Fighting fake news

Assessment: Take this assessment on Media Bias at start of class

Module 14b

April 11

SSI EVENT

Readings: 4 web articles in Perusall

Module 15a

April 16

Topic: Final Project work

Assignment: Final Project Drafts & Team Member Reviews

DRAFT

Module 15a

April 18

Topic: Final Project

DUE: FINAL PROJECTS

Report Extra Credit



Comm 2221 Reading List

Jan. 8

Journalism Matters: How A 'War On Truth' Can Create A Triumph Of Truth-Telling | HuffPost
4 types of journalists: How they tick and what we can learn from them | Poynter
31 Undeniable Truths That Journalism Majors Can All Agree On
Why Journalism Might Actually Be the Class of the Future

Jan. 10

Can journalists counteract hatred toward the press? It starts with explaining what we do. | Poynter
Journalism students already using iPads to prepare for the real world | The Ohio State University
Advice for Beginning Journalists – Ryan Teague Beckwith – Medium
iPad Starter Guide iOS 10 by Apple Education on iBooks
iMovie for iPad Starter Guide iOS 10 by Apple Education on iBooks

Jan. 15

Journalists can change the way they build stories to create organic news fluency - American Press Institute
The Basics of Associated Press Style
The Nuts and Bolts of the AP Style of Writing
The Eight Values That Will Make Your Content 'Newsworthy' | Digital Third Coast
Skills and Strategies | Understanding Plagiarism in a Digital Age - The New York Times
'Patchwriting' is more common than plagiarism, just as dishonest | Poynter
What is News - Pages 2-14 (Abstract - Conclusion: Towards a Contemporary Set of News Values)

Jan. 17

Birth of the Inverted Pyramid: A Child of Technology, Commerce and History | Poynter
The Nuts and Bolts of the AP Style of Writing
Good stories prove their relevance to the audience - American Press Institute
Chapter 5: Writing the intro, the golden rules
IR_chapter_1

Jan. 22

5 tips for getting people to go on the record | Poynter
How to stay impartial during interviews | IJNet
Chapter 8: Quotes
Chapter 9: Attribution
Chapter 16: Interviewing basics
Chapter3a: Newswriting basics

Jan. 24

15 tips for handling quotes | Poynter
The Black Box system for organizing a story - American Press Institute
Chapter3b: Story Structure

Jan. 29

Beat Reporting: What Does it Take To Be The Best? | Poynter
Web Literacy for Student Fact-Checkers – Simple Book Production

Feb. 5

A News Story Doesn't Have a Headline Any More. It Has Headlines.
7 Self-Editing Tips for Reporters Without Copy Editors - American Journalism Review
10 questions to help you write better headlines | Poynter
Copyediting for reporters: How to get the basics right - Journalist's Resource
An-Editing-Checklist
Journalism revision checklist

Feb. 7

Anecdotal Leads for News Stories Reporting the End of the World - McSweeney's Internet Tendency
How to Write a Profile Feature Article
8 paths to defining a storytelling approach - American Press Institute
Ex-Phillies reliever's greatest save – Philly
Chapter 50: Features
Fatal Distraction- Forgetting a Child i.... Is It a Crime? - The Washington Post

Feb. 12

How Successful Journalists Use Social Media
How journalists can improve video stories with shot sequences | Poynter
Nine tips for journalists shooting video interviews | IJNet
Tips for journalists shooting photos: rookie mistakes, pros and cons | IJNet
Twitter dustups are a reminder: Journalists, you are what you tweet | Poynter
Social media crackdowns at the Times an... backfire - Columbia Journalism Review

Feb. 14

5 Groundbreaking Examples of Interactive Journalism – Advocacy Assembly
Why Reporting On Scientific Research May Warp Findings : NPR
How to report scientific research to a general audience – Cognitive Daily
Writing about a research study- Good ex...p in reporting - Journalist's Resource

Feb. 19

Ohio State identifies deceased student, aims to end Mirror Lake tradition after tragedy | The Lantern
Newsrooms Grapple With How to Avoid Twitter Bloopers - American Journalism Review
Speed up your social newsgathering with these Twitter search shortcutsSpeed up your social newsgathering with these Twitter search shortcuts
Mobile war reporting through live streaming – Journalism trends & technologies – Medium

Feb. 21

THE IMAGE: A Guide to Pseudo Events in America
Learning from prize-winning journalism: how to cover a breaking news story | Poynter
The Drill for Breaking News - Handbook of Journalism
OSU journalists cover an attack on 'our friends'
Breaking-news leads - Journalist's Resource copy

Feb. 26

Covering the Police Beat in Journalism
Crime Reporters Spend Their Nights Racing to Murder Scenes. Sometimes the Stories Follow Them Home.
Exclusive: Suspect confesses to C-L reporter; 8 dead, including deputy
2 things newsrooms everywhere should do to cover the cops and the community | Poynter

March 19

Ohio State trustees approve resolution to require marriage for same-sex couples' employee benefits | The Lantern
Board of Trustees approves freeze of in-state, increase of out-of-state tuition | The Lantern
5 Steps to Making a Great Data Story
Chapter 19: Speeches & meetings basics
How to write 107,000 stories - Columbia Journalism Review
7 Places to Look for Database Journalism Stories – Adweek

March 21

Recording Audio in the Public Radio Style
Writing a Radio Script
Voicing a Radio Story

March 26

Our experts said: Routes into broadcast journalism | Guardian Careers | The Guardian
Chapter Five: Writing for Broadcast | The Process of Writing News
BBC News - Tips on how to make a video news report
Chapter 48: Radio & TV basics
Five-shot Video checklist

April 2

10 Ways Expository Writing Skills
Unmasked: Firefighters and Cancer
Investigative Journalism: Defining the Craft - Global Investigative Journalism Network
These Journalists Spent Two Years and \$750,000 Covering One Story - The Atlantic
Ten Noteworthy Moments In U.S. Investigative Journalism
Eric Eyre of Charleston Gazette-Mail, Charleston, WV - The Pulitzer Prizes
From Aggressive Overtures to Sexual Assault: Harvey Weinstein's Accusers Tell Their Stories | The New Yorker
Chapter 39: Introduction to investigative reporting
Chapter 40: Investigate reporting in practice

April 4

Journalism Cardinal Sins
Potential Conflicts of Interest
Can I say that? A legal primer for journalists - Columbia Journalism Review
Fear of screwing up - Columbia Journalism Review

April 9

Fear of screwing up - Columbia Journalism Review
Thecogazette.com - Fake news sites to watch out for - Pictures - CBS News
Huge MIT Study of 'Fake News': Falsehoods Win on Twitter - The Atlantic
How to Spot Fake News - FactCheck.org
Combating Fake News- An Agenda for Research and Action - Shorenstein Center copy

April 11

How We're Learning To Do Journalism Differently in the... — ProPublica
What Donald Trump Could Mean for American Journalism - The Atlantic
Opinion | If Donald Trump Targets Journalists, Thank Obama - The New York Times
Trump Can't Block Critics on Twitter. What Does This Mean For Free Speech? | WIRED

Top AP Style Topics

Abbreviations

- ▶ Abbreviate junior or senior after a name, but don't use a comma: John Jones Jr.
 - ▶ The names of the 50 U.S. states should be spelled out when used in the body of a story, whether standing alone or in conjunction with a city, town, village or military base. No state name is necessary if it is the same as the dateline. Dime Box in Texas? Dime Box. (If you're addressing students in Texas.) Norman in Oklahoma? Norman, Oklahoma. Never – and I mean NEVER -- use U.S. Postal Service abbreviations: TX, AL, etc. If you don't know how to abbreviate a state for a dateline, LOOK IT UP IN THE STYLEBOOK.
 - ▶ Abbreviate months with six or more letters if they are used with a specific date: Jan., Feb., Aug., Sept., Oct., Nov., Dec. Spell out the others (five or fewer letters).
Yes: Aug. 13, June 6.
No: August 13 or Jun. 6.
But always spell out the month when it is used without a specific date.
Yes: It happened in August.
No: It happened in Aug.
 - ▶ On first reference, don't put an abbreviation or acronym in parentheses after an organization or government agency's name. On second reference with lesser known organizations, use methods similar to the following to refer to the organization rather than using an acronym:
First reference -- Committee to Fight Smoking.
Second reference -- the committee, or the anti-smoking group.
Certain organizations and government agencies are so well known by initials or acronyms that those can be used on second reference and sometimes on the first:
CIA, FBI, IBM, NATO. (No periods on any.) Your readers' ease, not yours, is the cardinal rule. I hate gobbledygook initials and so do your readers.
 - ▶ Abbreviate and capitalize company, corporation, incorporated, limited and brothers when used after the name of a corporate entity. Co., Corp., Inc., Ltd., Bros. Don't place a comma between the company name and the abbreviation.
 - ▶ The abbreviation mph (no periods) is acceptable in all references for miles per hour. The abbreviation mpg is acceptable only on second reference for miles per gallon.
 - ▶ Don't abbreviate academic degrees. Use bachelor's and master's (with a comma) for B.S., B.A., M.A., M.S. or Ph.D. He holds a master's in philosophy.
 - ▶ Do not abbreviate in text:
 - Names such as Robert (never Robt.) or Charles (never Chas.)
 - Names of week days unless – and only unless – you use them in a table.
 - Percent as % except in tabular form.
 - Cents as ¢.
 - And as & (ampersand) unless the ampersand is an official part of the name (Procter & Gamble).
 - Christmas as Xmas.
 - Professor. Never Prof.
- Any time you start to abbreviate, THINK OR GRAB YOUR STYLEBOOK.

Capitalization

- ▶ Capitalize proper nouns and common nouns such as party, river and street when they are part of a full name for place, person or thing.
Examples: Democratic Party or Mississippi River.
- ▶ Within the same story, lower case these common nouns when they stand alone in subsequent references.
Yes: the party leaders met.
No: the Party leaders met.
- ▶ In all plural uses, lower case the common noun elements.
Yes: The Democratic and Republican parties.
No: The Democratic and Republican Parties.
- ▶ Lowercase spring, summer, fall and winter unless the season is used in a formal name: Winter Olympics.
- ▶ Capitalize the word room when used with the number of the room: Room 200, Burdine Hall. Capitalize the proper names of buildings, including the word building if it's part of the proper name: the Empire State Building.
- ▶ Capitalize specific geographic regions and popularized names for those regions: Midwest, the South Side of Chicago, the Panhandle, West Texas (not Western Texas), South Texas, Eastern New Mexico (not East New Mexico), Southern California (not South California). Uncertain? LOOK IT UP.
- ▶ The same rule applies for some geological regions. Check to be certain. For instance: Permian Basin, the Hill Country.
- ▶ Lower case academic departments except for words that are proper nouns or adjectives: the English department, the history department, or when department is part of the official and formal name: University of Texas Department of Astronomy
- ▶ Capitalize: U.S. Capitol and the Capitol when referring to the buildings in Washington D.C., or to state capitols. U.S. Congress and Congress when referring to the U.S. Senate and the House of Representatives. U.S. Constitution (with or without U.S.), Bill of

Rights, First Amendment.

- ▶ Capitalize city, county, state, federal, city hall, courthouse, legislature, assembly, etc., when part of a formal name, or without the name of a city or state if the reference is specific: Austin City Hall, Texas Legislature.
- ▶ Nationalities and Race: Capitalize proper names of races, tribes, nationalities, etc. (Note: Only use ethnicity or race when identification is pertinent to story). Arab, Caucasian, Eskimo, Hispanic. Lowercase: black, white, mulatto.
- ▶ Do NOT capitalize: first lady, administration, presidential, first family, seasons of the year or years in school (freshman, sophomore, etc.)

Numbers and Letters

- ▶ Fractions. Spell out amounts less than 1, using hyphens between the words: Two-thirds, threequarters.
 - ▶ Generally, spell out numbers less than 10. The 13 exceptions to this rule are:
 - Addresses: 6 Maple St.
 - Ages for people and pets, but not inanimate objects: The 2-year-old girl, the five-yearold building.
 - Cents: 5 cents.
 - Dollars: \$5.
 - Dimensions: 6 feet tall, 9-by-12 rug.
 - Highways: U.S. Route 1.
 - Millions, billions: 3 million people.
 - Percentages: 4 percent.
 - Proportions: 2 parts water.
 - Speed: 7 mph.
 - Temperatures: 8 degrees (but zero degrees)
 - Times: 9 a.m.
 - ▶ Use Arabic numerals for numbers with two or more digits. two dogs, 21 cats
 - ▶ Don't use extra zeros with sums of money: \$6 not \$6.00.
 - ▶ Measurements: Use figures and spell out inches, yards, feet, etc. Hyphenate adjective forms before nouns. The dining room is 8 feet by 12 feet. It's an 8-by-12 dining room.
 - ▶ For days of the month, use only numerals, not nd, rd or th.
Yes: Aug. 2, Sept. 3, Oct. 4.
No: Aug. 2nd, Sept. 3rd, Oct. 4th.
 - ▶ For decades of history, use numerals and use apostrophes to show numbers omitted. Don't forget the 1950s. They rocked around the clock in '57.
 - ▶ Lowercase century and spell out numbers less than 10. He couldn't remember the second century because he was born in the 21st century.
 - ▶ In figures of more than 999, use commas to set off each group of three numerals (except for years).
 - ▶ For sums in the million and billion range, consider using decimals (you may not do this for some annual and quarterly report uses). 1.2 million, not 1,200,000.
 - ▶ Spell out numbers at the beginning of a sentence. One exception -- years: 1942 was the year the Europeans discovered the Americas. The only number you can use at the start of a sentence is a year. Spell out any other number, but don't crowd the beginning of a sentence with a long, big number. No: Three million, four hundred thousand people live in Dallas County. Yes: More than 3.4 million people live in Dallas County.
 - ▶ Plural forms: When you make a number plural, it gets an s but no apostrophe. Yes: The 1920s.
No: The 1920's.
 - ▶ Single letters like K's get the s and an apostrophe.
 - ▶ Multiple letters like ABCs get the s but no apostrophe.
- Week 4: Titles
- ▶ Usually spell out titles with names used in direct quotes with the exception of Dr., Mr., Mrs., Miss and Ms. We don't say, "Gov. Perry is coming to town." We say, "Governor Perry is coming to town."
 - ▶ It's Professor, never Prof.
 - ▶ When using the title Rev. before a name, precede it with the word the.
 - ▶ Capitalize formal titles before a name. Lowercase them and set them off with commas after a name. It's best to "park" a long title behind the name.
Austin Police Chief Art Acevedo or Art Acevedo, Austin's police chief. But: Sen. Patrick Leahy, chair of the Senate Judiciary Committee. Not: Senate Judiciary Committee Chairman Patrick Leahy.
 - ▶ Don't capitalize titles that are only job descriptions: lawyer, welder, mechanic, etc.
The children admired astronaut Eileen Collins.
 - ▶ On first reference, use a person's full name, including the middle initial, and use her title if it's important to the story. On second reference, use only the last name with no title.
In this example, for instance, we assume that on first reference the person was called Dr. Maria Vasquez. The following are possible second-reference uses:
The doctor agreed.
Vasquez agreed.
She agreed
 - Use the title and first and family names on first reference: President Barack Obama, not just President Obama
 - ▶ People are only boys and girls until age 18. Ladies and gentlemen generally are terms designating behavior. Use men and women to specify gender.

Addresses/ Directions

- ▶ Abbreviate avenue (Ave.), boulevard (Blvd.) and street (St.) when a complete address is given. Never abbreviate Road, Drive, Terrace or others. Memory device: those starting with BAS may be abbreviated. CARD cannot!
- ▶ Without a complete address, spell it out. The correct forms are 320 N. Guadalupe St., North Guadalupe Street, Third Street and 42nd Street.
- ▶ Highways: refer to highways identified by number in the following ways: Interstate Highway 35, Interstate 35. On second reference only for Interstate: I-35. U.S. Highway 290, U.S. 290.
- ▶ Lowercase compass directions (north, south, east, west).
- ▶ Capitalize when directions refer to a region:
She came from the Midwest but couldn't wait to drive west toward Texas.
Fried chicken is a Southern specialty.
Rain from this storm is likely to head east.

Time Elements

- ▶ Don't be redundant with time elements: 10 a.m. this morning should be 10 a.m.
- ▶ Use noon or midnight rather than 12 p.m. or 12 a.m. 12 noon is redundant.
- ▶ Don't use extra zeros, do use periods with a.m. and p.m.
Yes: 6 p.m.
No: 6:00 p.m., 6 pm, 6 o'clock.
- ▶ Days: Unless you are writing an online version of your story that will be read the day you write it, use the words today, this morning, tonight only in direct quotes or in phrases not referring to a specific day:
College students work much harder than those of a decade ago.
- ▶ Day or Date? Avoid redundant references such as next Monday or last Monday. Use Monday, Tuesday, Wednesday, etc., for days of the week within seven days of the current date. Use the month and figure for dates outside that.
The first bake sale will be Wednesday. The second one will be Jan. 25.
- ▶ Don't use on unless necessary for clarity.
The meeting will be held Monday.
Jerry met Sally on Monday.
- ▶ For days of the month, use only numerals, not nd, rd or th.
Yes: Aug. 2, Sept. 3, Oct. 4
No: Aug. 2nd, Sept. 3rd, Oct. 4th.
- ▶ Generally follow this order: time, date, place (remember the abbreviation TDP).
The show opens 8 p.m. Jan. 12 in Bass Concert Hall.
Week 7: Written Works
- ▶ Newspapers: Capitalize the publication's proper name, including the word the if that's part of it. Austin American-Statesman, The New York Times, Los Angeles Times, The Daily Texan. Do not underline or use quotation marks or italicize (italics are used here only to conform with other Top 10 examples).
- ▶ Magazines: Lowercase the word magazine if it is not part of the formal title. Capitalize titles but don't put in quotes, don't italicize. Did you read Time magazine this week?
- ▶ Compositions: Capitalize the principal words and put quote marks around the titles of movies, books, operas, plays, poems, songs, television programs, works of art, lectures and speeches. Do not underline or italicize titles.
She read "Water for Elephants" by Sara Gruen.
- ▶ Reference materials: Capitalize, but don't put quote marks around or italicize books that serve primarily as reference. These include almanacs, dictionaries, handbooks and encyclopedias.
- ▶ Software: Capitalize, but don't put quote marks around or italicize the names of software such as Windows or iOS.

Punctuation

- ▶ Don't use a comma before a conjunction in a series. Check the comma section in the "A Guide to Punctuation" in The Associated Press Stylebook and Libel Manual. The national flag is red, white and blue.
- ▶ Set off a person's age with commas.
Gabe McCarthy, 15, and Grace McCarthy, 10, are (sometimes) great children.
- ▶ Commas/Quotations: Always place commas and periods inside quotation marks. Use a comma to introduce a complete, one-sentence quote within a paragraph, but don't use one to introduce an indirect or partial quote.
Dave Garlock said, "You must learn Associated Press style to make it in journalism." He said otherwise you would be "doomed to fail."
- ▶ Use a semicolon to set off a series within a series. In this case, use the semicolon before the conjunction.
I have lived in Tulsa, Okla.; Daytona Beach, Fla.; Gainesville, Fla.; Houston, Texas; and Austin, Texas.
- ▶ When two or more adjectives express a single concept, use hyphens to link all the words in the compound:
Four-year study. 12-member council. 28-year-old woman.
- ▶ Do not link the words with hyphens when the adverb very is part of the group: Not: a very-good time.
- ▶ Do not link the words with hyphens when you have adverbs ending in -ly as part of the phrase.
Not: An essentially-remembered rule.

Specific Words/Spellings

forward (not forwards).
backward (not backwards).
afterward (not afterwards).
toward (not towards).
T-shirt.
likable (not likeable).
goodbye.
teen, teenager (n), teenage (adj). No hyphen. Don't use teen-aged.
all right (not alright).
gray (not grey).
doughnut (not donut).
ax (not axe).
vice president (no hyphen).
theater (unless part of the proper name is Theatre).
Kitty Litter, Kleenex, Bubble Wrap and Dumpster (all are trademarked).

Obituaries (AP style and general practice)

- ▶ A funeral is scheduled, not held. Funeral services is redundant.
- ▶ Mass is celebrated, not said. The word is capitalized.
- ▶ Titles: Check the proper title for a rabbi, minister or priest. Don't routinely use Father or Pastor as a title; use the Rev. For a rabbi, use Rabbi before the name on first reference. Check AP listings of major denominations for the title clergy use. On second reference, simply use the clergy member's last name.
- ▶ Do not use euphemisms. In news obituaries, people die. They don't pass away, depart this earth or do anything else.
- ▶ People die of injuries suffered in an accident, not received.
- ▶ Unless you want to be sued, people die following surgery, not as a result of surgery.