



# SYLLABUS: COMM 2221 (Hybrid)

## Writing and Editing for Media

### Spring 2021:

**Tuesday (in person): 11:30 a.m.-1:20 p.m., Pomerene Hall 280**

**Thursday (online): 11:30 a.m.-1:20 p.m. (on Zoom):**

[https://go.osu.edu/comm2221\\_sp21\\_zoom](https://go.osu.edu/comm2221_sp21_zoom)

## Instructor

Instructor: Dr. Nicole Kraft

Email address: [kraft.42@osu.edu](mailto:kraft.42@osu.edu)

Phone number: 614-407-6612

Twitter: @nicole\_kraft

**Zoom Office Hours:**

[https://go.osu.edu/kraftcommoffice\\_sp21](https://go.osu.edu/kraftcommoffice_sp21)

Monday 1-3 p.m.

Wednesday 8-10 p.m.

## Teaching Assistant:

Owen Milnes

Email address: [milnes.12@osu.edu](mailto:milnes.12@osu.edu)

Twitter: @owenmilnes

**Zoom Office Hours:**

By appointment

## Course overview

Comm 2221, Ohio State's class introducing students to journalism, will kick off Jan. 12 for the Spring 2021 Semester of learning and writing. 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. This 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.

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. Students will also use social media to broadcast live, research, and disseminate information, as it serves our needs in class projects and assignments. Students will work with Lantern editors to ensure articles have the greatest potential for publication.

## Learning outcomes

*By the end of the semester, journalists will have the ability to:*

- Explain and apply the practice of journalism.
- Understand the skills of journalism.

- Understand the evolution of journalistic careers and what opportunities exist.
- Create different types of news articles in different media.
- Develop skills that relate to journalism jobs, from writing to broadcasting.
- Understand and follow proper reporting ethics.

### Skill Development

- Journalism ethics
- News coverage
- Feature writing
- Social media
- Podcasting
- Television and radio broadcasting
- Associated Press style

## Mode of Delivery

This hybrid course will be presented 50% in-person and 50% online. The weeks of Jan. 11 and Jan. 18 the University has mandated that all classes and exams will be online. Please see the course schedule for how to attend class that week.

- **Our in-person classes will start Jan. 26 and take place every Tuesday in 280 Pomerene.**
- **Our live synchronous distance learning classes will take place every Thursday on Zoom: [https://go.osu.edu/comm2221\\_sp21\\_zoom](https://go.osu.edu/comm2221_sp21_zoom)**

### How this course works

This is going to be an extraordinary semester, but we will make it be the best experience it can be. To that end, we will adjust to our new class environment, which means physical distancing while we learn and dialogue will include use of Zoom in class to connect students.

**We will be hosting this course live one day per week and have a concurrent Zoom room open to accommodate students whose health prevents them from attending the in-person class. You are needed and expected to attend BOTH of these live sessions.**

This class follows what is known as the “flipped, active learning model”. That means students develop a knowledge foundation through readings and videos before class. Class time (in-person and via Zoom: [https://go.osu.edu/comm2221\\_sp21\\_zoom](https://go.osu.edu/comm2221_sp21_zoom)) is then dedicated to engaging with the material through a variety of activities and assessments to determine and build comprehension.”

We do not have lectures like conventional classes. With this active learning model, students establish the foundation as part of the at-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. That means you must do the readings and watch videos BEFORE you join us for our class sessions. Here is a good schedule to follow:

1. Over the weekend and Monday, do readings and watch videos.
2. Take assessment BEFORE class on Tuesday.
3. Come to class Tuesday ready to put into play the ideas you learned in readings and videos, including in-class activities and assignments.
4. First discussion post is due Thursday at 11:59 p.m.
5. Any additional assignments are due Sunday at 11:59 p.m.
6. Start the next week’s materials on Friday.

The quality and quantity of in-class learning means that student attendance and participation are crucial to your success. Being organized is key.

**All students are expected to follow Ohio State's Safe and Healthy Campus Expectations and Accountability Measures, as it relates to wearing masks and maintaining safe distances. Please review them. Please remember we are all in this together, and your adherence to these policies helps to keep you and your fellow Buckeyes safe.**

## Course materials

### Required readings:

Rich, C. (2016). *Writing and reporting news: A coaching method*. Boston, MA: Cengage Learning. *CosW: FREE*

Press, A. (2019). *Associated Press Stylebook 2019: And briefing on media law*. New York, N.Y.: BASIC Books. ISBN: 978-1541699892. Purchase here: <https://store.apstylebook.com/2017-ap-stylebook-print-edition.html>. You may also subscribe online—recommended!

### Suggested reading

Kraft, N. (2019). *Always Get The Name Of The Dog: A guide to media interviewing*. Philadelphia, PA: CRC Press. Purchase here: [https://www.amazon.com/Always-Get-Name-Nicole-Kraft-dp-0815370733/dp/0815370733/ref=mt\\_other?\\_encoding=UTF8&me=&qid=\\$40](https://www.amazon.com/Always-Get-Name-Nicole-Kraft-dp-0815370733/dp/0815370733/ref=mt_other?_encoding=UTF8&me=&qid=$40)

### 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 to be prepared for our course work.

The majority of your readings will be done through a program called Perusall. Links to all readings are found in your daily class module on Carmen. 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.

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.

*All additional readings are provided FREE in Carmen. Please see the week-by-week syllabus chart for specific readings.*

## Course technology

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.

- **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](https://my.osu.edu).
- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
  - [Carmen accessibility](#)

- **Slack**
  - This online message and work space will be utilized for all class communication and some sharing of files.
  - Help guides can be found here: <https://get.slack.help/hc/en-us/categories/202622877-Slack-Guides>
  - Here is a link to Slack's privacy policy, which explains how Slack collects, uses and discloses information, and what choices you have with respect to the information: <https://slack.com/privacy-policy>,
- **Zoom**
  - The webinar tool Zoom will be used to host class ([https://go.osu.edu/comm2221\\_sp21\\_zoom](https://go.osu.edu/comm2221_sp21_zoom)) and office hours ([https://go.osu.edu/kraftcommoffice\\_sp21](https://go.osu.edu/kraftcommoffice_sp21)). You can log in through a link provided weekly in Carmen.
  - Help guides on the use of Zoom can be found at <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started>
- **Perusall Readings**
  - Perusall helps you master readings faster, understand the material better, and get more out of your classes. To achieve this goal, you will be collaboratively annotating the textbook with others in your class. The help you'll get and provide your classmates (even if you don't know anyone personally) will get you past confusions quickly, and will make the process more fun.
  - While you read, you'll receive rapid answers to your questions, help others resolve their questions (which also helps you learn), and advise the instructor how to make class time most productive. You can start a new annotation thread in Perusall by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread.
  - Each thread is like a chat with one or more members of your class. Your goals in annotating each reading assignment are to stimulate discussion by posting good questions or comments and to help others by answering their questions.
  - Research shows that by annotating thoughtfully, you'll learn more and get better grades; so here's what "annotating thoughtfully" means: Effective annotations deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions. To this end your annotations are evaluated on the basis of quality, timeliness, quantity, and distribution.
- **Turnitin:**
  - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

## Baseline technical skills necessary for courses

- Basic computer and web-browsing skills
- Navigating Carmen

## Necessary equipment

- iPad with high-speed internet connection.

## Necessary software

- OSU students have access to Microsoft Office products free of charge. To install, please visit [https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)
- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.

## 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. This course, like journalism as a whole, relies heavily on access to computers, specific software, and the Internet.

## Computer: Friend or Foe?

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.

## Grading and faculty response

### Grades

Assignment or category	Points and Percent
Discussion Posts	70/7%
At-Home Assignments	100/10%
News, Readings and AP Style Assessments	150/15%
In-Class Assignments	80/ 8%

News Story	100/10%
Feature Story	100/10%
Midterm	200/20%
Team Journalism Project	200/ 20%
<b>Total</b>	<b>1000 /100%</b>

*See course schedule, below, for due dates*

*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.*

### **Assignment submissions**

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. (I'll make sure you know how!)

## **Ohio State ePortfolio Pilot**

This class has been chosen to pilot the evaluation of an ePortfolio tool in response to new General Education requirements.

For the spring pilot, we will include two ePortfolio assignments in our course syllabus and will conduct ePortfolio evaluation using grading tools and rubrics that are created and distributed within Portfolium. The two impacted assignments will be our FEATURE ARTICLE and our FINAL PROJECT.

Portfolium will be integrated with CarmenCanvas, so roster imports and grade pushes to Carmen should be seamless. You will be asked to provide feedback about your experiences through a single Qualtrics survey. The time needed to complete the student survey should take no more than 15 minutes.

These elements are not currently in the course but will be added as soon as they become available.

## **Gentle Reminders**

At the end of every week Nicole will send via Slack 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.

## **Faculty feedback and response time**

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

## **Grading and feedback**

For weekly assignments, you can generally expect feedback within **2 days**. For major assignments, feedback will come in no more than three days.

## **Slack**

This course uses an app called Slack to communicate inside and outside of class and it will, for all intents and purposes, replace class email. Slack is fundamentally an instant messaging and collaboration system in which “channels” are used to separate communities and discussions. We can also have private, one-on-one conversations through Slack by sending a direct message. I will respond to comments on Slack consistently between the hours of 9 a.m. and 8 p.m. weekdays, except while I am in class. All students have all been invited to the class Slack and are encouraged to sign-up and accept ASAP. I am also happy to meet with you by appointment. Please reach out so I can get to know you and your class needs better!

# Assignment Guide

## Discussion Posts (70 points)

Five times this semester students will be asked a question that will be answered as part of our discussions around story ideas and perspectives on societal events. You will be asked to write a discussion post on the topic, and then respond to at least two classmates.

Discussions (70 points)		
Discussion No. 1: Let's meet the journalist in you!	Module 1, Week 1 (Jan. 12 & 14): Welcome to Journalism (ON ZOOM) Module   Available until Jan 17 at 11:59pm   Due Jan 14, 2021 at 11:59pm   20 pts	✓
Discussion No. 2: Hunting for NEWS Story Ideas	Module 1, Week 2 (Jan. 19 & 21): AP Style and News Value (ON ZOOM) Module   Available until Jan 24 at 11:59pm   Due Jan 21, 2021 at 11:59pm   10 pts	✓
Discussion No. 3: Hunting for FEATURE Story Ideas	Module 2, Week 6 (Feb. 16 & 18): Talking to People (Tuesday in person, Thursday on Zoom) Module   Available until Feb 21 at 11:59pm   Due Feb 18, 2021 at 11:59pm   10 pts	✓
Discussion No. 4: Refining your FINAL PROJECT	Module 4, Week 12 (March 30 and April 1): Reporting for the Ear (Tuesday in person, NO CLASS Thursday) Module   Available until Apr 4 at 11:59pm   Due Apr 1, 2021 at 11:59pm   10 pts	✓
Discussion No. 5: What have we learned?	Module 4, Week 15 (April 20): The End is Here Module   Available until Apr 20 at 11:30am   Due Apr 20, 2021 at 11:30am   20 pts	✓

## At Home Assignments (100 points)

You will have three at-home assignments that will be part of our skill development work beyond class. They will involve photography, audio and use of social media. They are listed below

At-home Assignments (100 points)		
Semester-Long Assignment: Twitter & Social Media	Module 1, Week 1 (Jan. 12 & 14): Welcome to Journalism (ON ZOOM) Module   Due Apr 19, 2021 at 11:30am   50 pts	✓
At-Home Assignment No 1: The Photo Walk	Module 2, Week 8 (March 2 & 4): Photo and Editing (Tuesday in person, Thursday on Zoom) Module   Available until Mar 2 at 11:59pm   Due Mar 2, 2021 at 11:59pm   25 pts	✓
At-Home Assignment No. 3: Recording Audio	Module 4, Week 12 (March 30 and April 1): Reporting for the Ear (Tuesday in person, NO CLASS Thursday) Module   Available until Apr 4 at 11:59pm   Due Apr 4, 2021 at 11:59pm   25 pts	✓

## Assessments (150 points)

In the first week you will become acquainted with the syllabus, including our course policies. The syllabus quiz will measure what you have learned and ensure you have gained the necessary knowledge to complete the course. Ten times in the semester we will assess your consumption and understanding of the material with a 10-point assessment quiz in Carmen. The questions will relate to articles and lecture videos, and gauge your understanding and application of key concepts. You will also be assessed on your reading by the application Perusall (see explanation under Course Technology)

Assessments (150 points)		
Assessment: Perusall Readings	Module 4, Week 15 (April 20): The End is Here Module   Due Apr 19, 2021 at 1:30pm   50 pts	✓
QUIZ: Syllabus and Course Policies	Module 1, Week 1 (Jan. 12 & 14): Welcome to Journalism (ON ZOOM) Module   Due Jan 14, 2021 at 11:30am   10 pts	✓
News & AP Style Challenge No. 1	Module 1, Week 2 (Jan. 19 & 21): AP Style and News Value (ON ZOOM) Module   Not available until Jan 19 at 11:30am   Due Jan 19, 2021 at 1:30pm   10 pts	✓
News & AP Style Challenge No. 2	Module 1, Week 3 (Jan. 26 & 28): Writing the Story Idea (Tuesday in person, Thursday on Zoom) Module   Due Jan 26, 2021 at 11:30am   10 pts	✓
News & AP Style Challenge No. 3	Module 1, Week 4 (Feb. 2 & 4): Beat Reporting (Tuesday in person, Thursday on Zoom) Module   Available until Feb 2 at 11:30am   Due Feb 2, 2021 at 11:30am   10 pts	✓
News & AP Style Challenge No. 4	Module 2, Week 5 (Feb. 9 & 11): The Source Relationship (In-person Tuesday, Thursday on Zoom) Module   Due Feb 9, 2021 at 11:30am   10 pts	✓
News & AP Style Challenge No. 5	Module 2, Week 6 (Feb. 16 & 18): Talking to People (Tuesday in person, Thursday on Zoom) Module   Closed   Due Oct 2 at 9:10am   10 pts	✓
News & AP Style Challenge No. 6	Module 2, Week 7 (Feb. 23 & 25): Writing Fabulous Features (NO CLASS Tuesday, Thursday on Zoom) Module   Due Feb 25, 2021 at 11:30am   10 pts	✓
News & AP Style Challenge No. 7	Module 2, Week 8 (March 2 & 4): Photo and Editing (Tuesday in person, Thursday on Zoom) Module   Due Mar 2, 2021 at 11:30am   10 pts	✓
News & AP Style Challenge No. 8	Module 3, Week 9 (March 9 & 11): Breaking News (Tuesday in person, Thursday on Zoom) Module   Available until Mar 9 at 11:30am   Due Mar 9, 2021 at 11:30am   10 pts	✓
News & AP Style Challenge No. 9	Module 3, Week 11 (March 23 & 25): Talking TV and The Right to Know (Tuesday in person, Thursday on Zoom) Module   Due Mar 30, 2021 at 11:30am   10 pts	✓
News & AP Style Challenge No. 10	Module 4, Week 12 (March 30 and April 1): Reporting for the Ear (Tuesday in person, NO CLASS Thursday) Module   Not available until Mar 25 at 12:00am   Due Mar 30, 2021 at 11:30am   10 pts	✓



## In-Class Assignments (80 points)

You will have activities intended to build your skills and develop a greater level of familiarity and engagement with writing techniques. These will be completed in class and will involve group work and individual activities, as well as working with communication professionals to build skills. These activities will include practicing skills we learn through our class materials and lectures, focusing on interviews and reporting.

▼ In-Class Assignments (80 points)

- In-Class Assignment No. 1: In-the-world interviewing  
Module 1, Week 1 (Jan. 12 & 14): Welcome to Journalism (ON ZOOM) Module | Available until Jan 17 at 11:59pm | Due Jan 17, 2021 at 11:59pm | 10 pts
- In-Class Assignment No. 2a: Let's Get Interviewing!  
Module 2, Week 5 (Feb. 9 & 11): The Source Relationship (in-person Tuesday, Thursday on Zoom) Module | Available until Feb 9 at 1:30pm | Due Feb 9, 2021 at 11:30am | 10 pts
- In-Class Assignment No. 2b: Let's Get Interviewing!  
Module 2, Week 5 (Feb. 9 & 11): The Source Relationship (in-person Tuesday, Thursday on Zoom) Module | Available until Feb 11 at 1:30pm | Due Feb 11, 2021 at 11:30am | 10 pts
- In-Class Assignment No. 3: Pin the Tail on the Campus  
Module 2, Week 6 (Feb. 16 & 18): Talking to People (Tuesday in person, Thursday on Zoom) Module | Available until Feb 16 at 11:59pm | Due Feb 16, 2021 at 11:59pm | 50 pts

## Midterm (200 points)

Cumulative to the 10th week, this will be made up of two parts and last three days:  
Day 1: AP and current events quiz (50 points)  
Day 2 and 3: Deadline writing, editing and rewriting of a story on a topic provided in class for submission to The Lantern (150).

▼ Midterm (200 points)

- Midterm Jeopardy  
Module 3, Week 10 (March 16 & 18): Midterm (Tuesday in person, Thursday on Zoom) Module | Available until Mar 16 at 1:30pm | Due Mar 16, 2021 at 11:30am | 50 pts
- DUE: MIDTERM ARTICLE  
Module 3, Week 10 (March 16 & 18): Midterm (Tuesday in person, Thursday on Zoom) Module | Available until Mar 18 at 1:30pm | Due Mar 18, 2021 at 11:30am | 150 pts

## Major Assignments (400 points)

**News Article (100 points)**  
Almost anything can be considered news somewhere in the Ohio State community. We will find a story idea around campus and develop that idea into a news story using research, real-life, in-person interviewing and journalistic writing in the “inverted pyramid” style for submission to The Lantern. You will have the opportunity for a draft and revision of this

## Feature Story (100 Points)

Feature articles have more of a “lifespan” than news articles and provide for more descriptive writing with a focus on people. These do not utilize the “inverted pyramid,” but a style called the “writing hourglass,” which features anecdotes, a “nut graph” and a body filled with descriptions and facts. It will focus on a news angle or an aspect of the person's personal or professional life that is

▼ Major Assignments (400 points)

- MAJOR ASSIGNMENT No. 1: News Article  
Multiple Modules | Available until Feb 7 at 11:59pm | Due Feb 7, 2021 at 11:59pm | 100 pts
- MAJOR ASSIGNMENT No. 2: Feature Article  
Multiple Modules | Available until Mar 7 at 11:59pm | Due Mar 7, 2021 at 11:59pm | 100 pts
- Final Major Project: SPRING 2021  
Multiple Modules | Available until Apr 20 at 1:20pm | Due Apr 20, 2021 at 12:30pm | 200 pts

newsworthy now, and this article provides anecdotes and narrative details that capture the essence of the person being profiled. This article will be 350-500 words with at least two expert sources and a photo that includes a human subject related to the story embedded in the file.

### **Final Major Project: SPRING 2021: (200 points)**

Your final project will involve using all of the pieces we learn in class--research, reporting, writing, social media, video and audio production and blog creation. It will be a large-scale project that will have pieces and sources built throughout the course of the semester. The projects from this class will have the potential to be compiled into an end-of-semester project by the Lantern.

Your final project will involve using all of the pieces we learn in class--research, reporting, writing, social media, video and audio production and blog creation. It will be a large-scale investigative project in which your team reports individual articles and creates multimedia around a central theme. You will research a journalism-related topic and create a comprehensive project that you layout in Medium.

Your project must be an enterprised and comprehensive package about a topic of interest to the Ohio State community. It must, however, be large scale and significant to a large number of people on a topic that reflects the greater community.

*All assignments are explained fully inside the weekly Carmen modules.*

## **Additional information**

### **Extra Credit**

Everyone will have the opportunity throughout the semester to attend virtual events and meetings for Scarlet and Gray Sports Radio, Society of Professional Journalists and the Sports and Society Initiative for extra credit, up to 20 points. All extra credit will be reported in Carmen. The deadline for completion and reporting to me all of the extra credit is the last day of classes.

## Syllabus

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

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

## Resources

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

- **The Writing Center.** This may be the last time in your life that you have easily accessible, free help available for your writing skills—use it. Being a good writer will give you an advantage in every walk of life, and if you are a Communication major, it is expected. Visit <http://cstw.osu.edu/writingcenter> to learn more or to schedule an appointment.
- **Strunk & White's The Elements of Style.** If you are uncertain of what constitutes good writing, this classic book is very straightforward and extremely helpful. The advice and direction offered in this book applies to writing in all fields. Find it at the campus bookstore or at a used bookstore for cheap.

## Attendance and Make-Up Policy

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

## Zoom Etiquette

Being on Zoom is not exactly the same as being in class, but it is a learning environment that requires a level of professionalism and respect for your classmates and professor. Here are some strongly encouraged practices.

- **Naming rights**  
Please start by making your name be the one you wish me to call you and add pronouns if you prefer. Also, please message me pronunciation if you think I might get it wrong. ☺
- **Get out of bed**  
Please sit up to engage with us in class, as opposed to lying in bed. It will help you feel more engaged. If possible, have a set desk-top style space where you can “go to class”, even remotely.
- **Clothing is NOT optional.**  
Make sure that you are presenting yourself in the best possible light at least from the waist up.
- **Be aware of your surroundings.**  
Your professor and classmates can also see BEHIND you. Make sure that there is nothing in the background you do not want us to see. You can employ a [Virtual Background](#) to hide

what you don't want seen.

Also be mindful of background lighting. If you are sitting in front of a window, you may be completely darkened by the light coming through the window. Your overhead light and ceiling fan might need to be turned off, as well.

- **We love to see you**  
Please try to keep your camera on if your wifi will allow. It makes for a far more engaging class experience, and we love to see you. Also, consider muting your video (lower left of the screen) if you are eating, scratching, talking with someone else in the room, walking around or anything else that might be distracting.
- **Mute is your friend.**  
Once you log in to the virtual classroom, be sure to mute your microphone (lower left-hand corner) to help to eliminate background noise that could distract others. But be sure to unmute when you want to talk!
- **Raise your hand**  
If you wish to speak, you may physically raise your hand or use the "Raise Hand" button under "participants" at the center of the bottom of your screen.
- **Chatting away**  
The Zoom chat feature is a tool to make comments and ask questions without interrupting the speaker but be aware that your comments are public and are recorded in the minutes of the session—even the ones you send privately.
- **No internet, no problem**
- Zoom has a call-in option, so please let me know if you cannot connect via the web and need to call in.
- **Save your bandwidth**  
Close unneeded applications on your computer to keep the video optimally functioning.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

**Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online and is not always appreciated in-person. Nicole, Max and Owen all work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your class communications.

## Attendance

### Student participation requirements

We spend have 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.

Because this course requires elements of distance-education, your attendance is partly based on your online activity and participation. The following is a summary of everyone's expected participation:

### Readings and lectures:

- There will be readings and lecture videos every week that should be viewed BEFORE class on Tuesday. Also before class, please take the AP Style Assessment.
- **Weekly assignments**

- We will have activities (participation) and/or assignments (for points) in most classes.
- **Office hours:** We are available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to “**asknicoleanything**” channel in Slack.

## Optimal Learning Experience

Previous distance learning and hybrid courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this hybrid course:

- Students kept up with the schedule and assignment due dates.
- Students did their best to have access to a reliable internet connection or let their instructor know of any challenges.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [BuckeyeBox](#) and [Microsoft One Drive](#).
- Students reported that completing assigned readings before class helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.
- Students followed the instructor’s preference for camera and microphone settings during online synchronous meetings.

## 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 this website. The site is: <http://advising.osu.edu/welcome.shtml>

## 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 outside of the course.

## 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 614.292.1111. They will always work with professors on your behalf.

## Student Health

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.

### Student illness or absence

In the event you must quarantine because of exposure to someone diagnosed with COVID-19 OR you are feeling ill with COVID-19 symptoms, you still will be able to make progress in this class. Please contact your instructor right away, as some accommodations may require extra set-up or planning. The quarantine plan for this course is to join remotely via Zoom. This requires a minimum of 1 hour advance notice for device and room set-up. We will also record the class session and post the recording on Carmen and provide materials for each lesson on Carmen.

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able prior to the next class meeting. All materials will be made available on Carmen. At least 1 hour advance notice is necessary for device and room set-up. Alternate assignments or extensions may be arranged.

### Instructor illness or absence

If the *instructor* is quarantined or is experiencing respiratory symptoms but is well enough to teach, the in-person sessions will be moved online to Zoom. You will be notified via email no later than (reasonable time before class)

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

### Campus closure

Should The Ohio State University Main Campus move to full online instruction due to closure, please wait for your instructor to message directions on Slack for the next session. Our in-person classes will be moved to Zoom and links to the meetings will be provided.

## Policies for this Hybrid Class

**Written assignments:** Your written assignments, including discussion posts, should be your own original work. You should follow **Associated Press** style. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

**Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past articles or revisit a topic you've explored in previous courses, please discuss the situation with me.

## 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.

## 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](mailto:titleix@osu.edu)

## Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

## Academic integrity policy

### Policies for this course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **AP** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>



## **Accessibility accommodations for students with disabilities**

Requesting accommodations

### **Accessibility accommodations for students with disabilities**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.



Week	Topic	Readings Videos (Due before class on Tuesday)	Before/In Class (Due)
<p>Module 1 Week 1 (Jan. 12 &amp; 14)</p>	<p><b>Welcome to #osunewsclass</b></p> <p>This week we will discuss the goals of our class and how we will build our understanding of and skills in journalism. Some of you may wish to be reporters. Some are here because it's a requirement. But all of us will learn to separate truth from fabrication, research and report news the (Ohio State) public needs to know, and how to engage with news in a meaningful, informative way.</p> <p><b>Resources to review:</b></p> <ul style="list-style-type: none"> <li>▪ Read the syllabus</li> <li>▪ Best of AP Style and Grammar/Punctuation/Spelling</li> <li>▪ Guidelines for Student Journalists: Reporting During a Pandemic</li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Inside Reporting Chapter 1: The Story of Journalism ( 9 pages)</li> <li>• 4 types of journalists: How they tick and what we can learn from them   Poynter (5 pages)</li> <li>• Why Journalism Might Actually Be the Class of the Future (14 pages including videos)</li> <li>• 12 back-to-school writing tips to practice while you social distance (6 pages)</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Comm 2221 Welcome Video (1:57)</li> <li>• What is journalism (1:28)</li> <li>• The Power of simple words (2:20)</li> <li>• Journalism with John Oliver (19:23)</li> </ul> <p><b>BONUS VIDEOS:</b></p> <ul style="list-style-type: none"> <li>• Learning to use your iPad</li> <li>• Using iPad for School (7:25)</li> <li>• 12 iPad Pro Tips and Tricks (10:12)</li> </ul>	<p><b>Syllabus Quiz</b> (due Jan. 14, 11:30 a.m.)</p> <p><b>Practice and Application-Tuesday</b></p> <p>In class activity No. 1: iPad Ice-Breaker (Due Jan. 12, 1:30 p.m.)</p> <p><b>Practice and Application-Thursday</b></p> <p>In-Class Assignment No. 1: In-the-world interviewing (Due Jan. 17, 11:59 p.m.)</p> <p>Here's everything you need to do and remember AFTER the class.</p> <p><b>Dialogue and Reflection</b> (Post due Jan. 14, 11:59 p.m., reflection due Jan. 17, 11:59 p.m.)</p> <p>Discussion No. 1: Let's meet the journalist in you!</p> <p><b>Semester-long Assignment—review and start:</b></p> <p>Twitter &amp; Social Media (due April 19 but will take all semester to complete)</p>
<p>Module 1 Week 2 (Jan. 19 &amp; 21)</p>	<p><b>AP Style and News Value</b></p> <p>This week we will discuss the style that defines journalism and shows us how to maintain a consistent style across all writing platforms. Your goal is to become familiar with AP Style and utilize it in your writing moving forward--every article, assessment, email and message. The more you learn about it, the more you will use it. We will also be introduced to news value, which will help us identify what makes something worth reporting. We will also have a visitor to discuss how newsrooms have changed to adapt to COVID.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Rich Chapter 3-Basic News Value (23 pages)</li> <li>• Objectivity isn't a magic wand (4 page)</li> <li>• What Are the Seven News Values? (1 page)</li> <li>• Good Stories Prove Their Relevance to the Audience (1 page)</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• Ten Noteworthy Moments In U.S. Investigative Journalism (3 pages)</li> </ul> <p><b>News Article Examples:</b></p> <ul style="list-style-type: none"> <li>• Larry Householder, 4 others face racketeering conspiracy charges in federal court (7 pages including sidebar links)</li> <li>• Some Columbus-area businesses, customers ignore mask mandate, complaints allege (3 pages)</li> </ul>	<p><b>Assessment (due in class): In-Class: News &amp; AP Style Challenge No. 1</b> (Jan. 19, 1:30 p.m.)</p> <p><b>Practice and Application (in-class)</b></p> <p>News value and inverted pyramid understanding</p> <p><b>Practice and Application (in-class Thursday)</b></p> <p>Newsrooms in the time of COVID and finding story ideas.</p> <p><b>Dialogue and reflections (post due Thursday, response due Sunday)</b></p> <p>Discussion No. 2: Hunting for Story Ideas</p>

		<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• News Value (5:14)</li> <li>• What is News? (4:07)</li> <li>• Just the Facts (5:36)</li> </ul> <p>AP Style and Grammar Resources</p>	
<p>Module 1 Week 3 (Jan. 26 &amp; 28)</p>	<p><b>Writing the Story Idea</b> This week, we will discuss how story ideas are identified and how facts are obtained and structured into journalism using live human and documented sources.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>▪ Expertise finder</li> <li>▪ Read the story behind Expertise Finder</li> <li>▪ Ohio State faculty experts</li> </ul>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Rich Chapter 5: Story Ideas (14 pages)</li> <li>• The Black Box system for organizing a story - American Press Institute (2 pages)</li> <li>• Shaping the News Story (2 pages)</li> <li>• Journalism’s Cardinal Sins (1 page)</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• 12 tips for finding story ideas (1 page)</li> <li>• 3 simple ways to find story ideas (NPR training, 2 pages)</li> <li>• 15 Content Ideas for a College Newspaper (1 page)</li> </ul> <p><b>News Article Examples:</b></p> <ul style="list-style-type: none"> <li>• Digital Flagship To Open Design Lab In Gateway District (The Lantern--1 Page)</li> <li>• Student Organizations Fundraise For Black Community Organizations (The Lantern--2 pages)</li> <li>• HUD revokes Obama-era rule designed to diversify the suburbs (Columbus Dispatch--1 page)</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Inverted Pyramid (4:29)</li> <li>• Story Structure (3:55)</li> <li>• Where are All the Story Ideas? (5:37)</li> </ul>	<p><b>In-class:</b> News &amp; AP Style Challenge No. 2 (Jan. 26 11:30 a.m.)</p> <p><b>Practice and Application (Tuesday)</b></p> <p>In-class activity No. 2: Build the Blocks of Your Article (Jan. 26, 1:30 p.m.)</p> <p><b>Practice and Application (Thursday)</b> In-Class/At-Home Assignment: News Article Draft (Jan. 31, 11:59 p.m.)</p>
<p>Module 1 Week 4 (Feb. 2 &amp; 4)</p>	<p><b>Beat Reporting</b> Covering a beat means reporters focus on one geographic or topical area to develop expertise. We will have the opportunity to develop beats in here that range from Ohio State or a surrounding community to a topic in which you feel</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Rich Chapter 19: Beats (19 pages)</li> <li>• Beat Reporting (15 pages, includes lists of links)</li> </ul> <p><b>News Article Examples:</b></p> <ul style="list-style-type: none"> <li>• Ohio State seeks approval for heat and power plant</li> <li>• Tree of Life buys Westview</li> </ul>	<p><b>Assessment:</b> News &amp; AP Style Challenge No. 3 (Feb. 2, 11:30 a.m.)</p> <p><b>Practice and Application (in-class Tuesday)</b></p> <p>Visit with Spencer Hunt of The Lantern</p>

	<p>passionate. We will also visit Thursday with Ohio State communication professionals and your FIRST NEWS ARTICLE will be due.</p> <p><b>Story idea resources</b></p> <p>Ohio State Newsroom</p> <p>Fisher College of Business Newsroom</p> <p>Ohio State Medical Center News Releases</p> <p>Ohio State Research News</p>	<p>school to relocate primary students this fall</p> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Explore Careers: Beat Reporter (5:55)</li> <li>• Backgrounding (5:46)</li> </ul>	<p>In-class activity No. 3: Write a story about your time spent in the Lantern (Due Feb. 4, 11:30 a.m.)</p> <p><b>Practice and Application (in-class Thursday)</b></p> <p>Meet with our Ohio State Communication friends.</p> <ul style="list-style-type: none"> <li>▪ Jeff Grabmeier, research</li> <li>▪ Dan Hedman, administration and planning, public safety, construction</li> <li>▪ Dave Isaacs, student life</li> <li>▪ Ben Johnson, administration</li> </ul> <p>In-class activity No. 4: The Beat Memo</p> <p><b>Module Assessment</b> MAJOR ASSIGNMENT DUE: NEWS ARTICLE (Feb. 7, 11:59 p.m.)</p>
<p>Module 2 Week 5 (Feb. 9 &amp; 11)</p>	<p><b>The Source Relationship</b></p> <p>Sources are a key part of any journalistic relationship. Learning how to build good source/writer relationships, how to start interviewing, and the ethics that come with this is a key component for any journalistic writer.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>▪ The Journalist's Toolbox has a tremendous list of sites for expert sources. Please review.</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Intro: Always Get the Name of the Dog (5 pages)</li> <li>• The remaining readings from this book will be listed as optional and will be available from the print copy, should you choose to purchase it.</li> <li>• Rich Chapter 6: Sources (19 pages)</li> <li>• <b>Optional Readings</b></li> <li>• Always Get the Name of the Dog Chapter 1 (Success Starts with Research), 6-15</li> <li>• Always Get the Name of the Dog Chapter 2 (Something About Sources), 16-33.</li> <li>• 15 Tips for Handling Quotes (1 page)</li> <li>• A Former Journalist Created a Site to Help Journalists Find Experts (1 page)</li> <li>• How to Stay Impartial During Interviews (1 page)</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Sources (7:41)</li> <li>• Interviewing (12:09)</li> <li>• Attribution (5:26)</li> </ul>	<p><b>Assessment:</b> News &amp; AP Style Challenge No. 4 (Feb. 9, 11:30 a.m.)</p> <p><b>Practice and Application (in-class Thursday)</b></p> <p>In-Class Assignment No. 2a: Let's Get Interviewing! (Feb. 9, 1:30 p.m.)</p> <p><b>Practice and Application (in-class Thursday)</b></p> <p>In-Class Assignment No. 2b: Let's Get Interviewing! (Feb. 11, 1:30 p.m.)</p> <p><b>Rewrite Opportunity</b> Rewrite Opportunity: News Article (Feb. 14, 11:59 p.m.)</p>
<p>Module 2 Week 6 (Feb. 16 &amp; 18)</p>	<p><b>Let's Get Interviewing</b></p> <p>This week, we will discuss how to conduct interviews that are more like conversations, and get the answers we need from our sources. We will also play a fun game called "Pin the Tail on the Campus."</p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Rush Chapter 7: Interviewing (22 pages)</li> <li>• Optional Readings in Always Get the Name of the Dog</li> <li>• Chapter 3: Getting it Down (34-43)</li> <li>• Chapter 4: Location Matters</li> </ul>	<p><b>Assessment:</b> News &amp; AP Style Challenge No. 5 (Feb. 16 11:30 a.m.)</p> <p><b>Practice and Application (in-class Tuesday)</b></p> <p>In-Class Assignment No. 3: Pin the Tail on the Campus (Feb. 16 11:59 p.m.)</p> <p><b>Practice and Application (online Thursday)</b></p>

		<p>(44-56)</p> <ul style="list-style-type: none"> <li>Chapter 5: Questions and Answer (57-75)</li> <li>Recording phone calls and conversations: Legal guide from the Citizen Media Law Project (3 pages)</li> <li>Scribbling with Purpose: Taking notes that make sense (4 pages)</li> </ul>	<p>Evaluating Pin the Tail on the Campus. In-class activity No. 5: Story brainstorm sessions (Feb. 18, 1:30 p.m.) <b>Dialogue and Reflection</b> Discussion No. 3: Hunting for FEATURE Story Ideas</p>
<p>Module 2 Week 7 (Feb. 23 [NO CLASS] &amp; 25)</p>	<p><b>Writing Fabulous Features</b></p> <p>Your feature articles should be taking shape, and we will work this week on techniques to help them--including interviewing and writing.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Chapters in "Writing Fabulous Features"</li> <li>Getting Started (3 pages)</li> <li>Finding ideas (8 pages)</li> <li>Finding your Focus (4 pages)</li> <li>Types of Features (12 pages)</li> </ul> <p><b>Optional Feature Article Examples:</b></p> <ul style="list-style-type: none"> <li>Faith, Truth and Love: How the Death of Ohio State Wrestling Coach Tom Ryan's Son Shaped His Life (4 pages)</li> <li>'Are you alone now_' After raid, immigrant families are separated in the American heartland - The Washington Post (18 pages)</li> <li>Video games_ the addiction _ Games _ The Guardian (8 pages)</li> <li>Two of the world's best free divers went to the limit—one came back _ Vault (22 pages)</li> <li>What Bullets Do to Bodies - Highline (36 pages)</li> <li></li> </ul>	<p><b>Assessment:</b> News &amp; AP Style Challenge No. 6 (Feb. 25 11:30 a.m.)</p> <p><b>Practice and Application (in-class Thursday)</b> In-Class Activity No. 6: Writing the Nut (Feb. 25, 1:30 a.m.)</p> <p>At-Home Assignment: Feature article draft (Feb. 28 11:59 p.m.)</p>
<p>Module 2 Week 8 (March 2 &amp; 4)</p>	<p><b>Photo and Editing</b></p> <p>This week we will focus on editing and have a visit from Google's Mike Reilley.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Rush Chapter 20: Speeches and Pressers</li> <li>Photos: Tips for journalists shooting photos: rookie</li> </ul>	<p><b>Assessment:</b> News &amp; AP Style Challenge No. 7 (March 2, 11:30 a.m.)</p> <p><b>Practice and Application</b></p>

	<p><b>Resources to Review</b></p> <ul style="list-style-type: none"> <li>Resources: Editing and Headline Writing</li> </ul>	<p>mistakes, pros and cons   IJNet (3 pages)</p> <ul style="list-style-type: none"> <li>Shooting Like a Photojournalist (4 pages)</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>Photos: Tips for journalists shooting photos: rookie mistakes, pros and cons   IJNet (3 pages)</li> <li>Shooting Like a Photojournalist (4 pages)</li> </ul>	<p><b>(Tuesday)</b> In-Class Activity No. 9: The Photo Walk (March 2, 1:30 p.m.)</p> <p><b>Practice and Application (Thursday)</b> In-Class Activity No. 9: Let's Try Editing (March 4, 1:30 p.m.)</p> <p><b>MODULE ASSESSMENT MAJOR ASSIGNMENT No. 2:</b> Feature Article (March 7, 11:59 p.m.)</p>
<p>Module 3 Week 9 (March 9 &amp; 11)</p>	<p><b>Live coverage of breaking news</b></p> <p>This week we will focus on covering breaking news, including reenacting an actual live event involving the Ohio State campus and police, to better understand what it's like to cover breaking news. This module will illustrate some of the key areas in which we will cover an event live and on a tight deadline, and some of the protocols required.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Learning from prize-winning journalism: how to cover a breaking news story (4 pages)</li> <li>What to do if you're pepper-sprayed (2 pages)</li> <li>Incorporating mobile journalism into local newsrooms (2 pages)</li> <li>How Successful Journalists Use Social Media (2 pages)</li> <li>Tips for journalists shooting photos: rookie mistakes, pros and cons (2 pages)</li> </ul> <p><b>News article examples</b></p> <ul style="list-style-type: none"> <li>Lantern journalists pepper-sprayed by police (1 page)</li> <li>Columbus Mayor, Police Chief Address Protest Policing, Pepper-Spray of Lantern Journalists (2 pages)</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>Lantern journalists pepper-sprayed after identifying as members of the news media (:26)</li> <li>Lantern TV: Ohio State stabbing (3:27)</li> <li>Tips on Using Tweetdeck (1:15)</li> </ul>	<p><b>Assessment:</b> News &amp; AP Style Challenge No. 8 (March 11, 11:30 a.m.)</p> <p><b>Practice and Application (Tuesday)</b> In-Class Assignment: Learning from and with police (March 9, 1:20 p.m.)</p> <p><b>Practice and Application (Thursday)</b> Midterm prep</p> <p><b>Rewrite Opportunity</b> Rewrite Opportunity (optional): Feature Article (March. 14, 11:59 p.m.)</p>
<p>Module 3 Week 10 (March 16 &amp; 18)</p>	<p><b>Midterm</b></p> <p>This class we will begin your midterm experience, which will encompass all of the skills we have learned so far. You will show your skill with AP Style, news value, story identification and pursuit, and meeting deadlines.</p>	<p><b>Tuesday</b> AP Style and News Midterm Midterm article begins</p> <p><b>Thursday</b> Midterm article draft due 11:30 a.m. Midterm article final due 1:30 p.m.</p>	
<p>Module 3 Week 11 (March 23 &amp; 25)</p>	<p><b>Talking TV with James Jackson</b></p> <p><b>The Right to Know</b></p> <p>This module will delve into reporting on public meetings, public records and</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Rich Chapter 21: Government (19 pages)</li> <li>Students face restricted access to open records and meetings due to COVID-19 (4 pages)</li> </ul>	<p><b>Assessment:</b> News &amp; AP Style Challenge No. 9 (March 30, 11:30 a.m.)</p> <p><b>Practice and Application (Tuesday)</b> <b>Talking TV with James Jackson</b></p>

	<p>where government business and the public intersect. We will also meet people who do real, live investigative reporting.</p>	<ul style="list-style-type: none"> <li>• What I Learned From Making Dozens of Public Records Requests for Police Data (3 pages)</li> <li>• Ohio AG Dave Yost provides 'guidance' on livestreaming meetings during corona-virus pandemic (4 pages)</li> </ul> <p><b>News Article Examples:</b></p> <ul style="list-style-type: none"> <li>• Ohio State Found in Violation of Ohio Public Records Law (2 pages)</li> </ul>	<p>In-Class Assignment: Working with Public Records (March 30, 1:30 p.m.)</p> <p><b>Practice and Application (Thursday-Visit with Doug Caruso of the Columbus Dispatch)</b> In-class assignment: Seeking Data Stories (April 1)</p> <p><b>Dialogue and Reflection (Post due Thursday, response due Sunday)</b></p>
<p>Module 3 Week 12 (March 30 and April 1 [NO CLASS])</p>	<p><b>Working with and in Audio</b></p> <p>This week we will discuss the art of reporting with audio, with the chance to put your voice to tape. We will meet with NPR radio personalities and see how voice, tone, pace and ambient sound can impact how people feel while they get information.</p> <p><b>Resources</b></p> <p>National Public Radio How to record a podcast</p>	<p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Open Meetings and Records (4:07)</li> <li>• Freedom of Information Act (4:17)</li> <li>• Wexner Medical Center Board meeting (7:36)</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Recording Audio in the Public Radio Style (3 pages)</li> <li>• Writing a Radio Script (3 pages)</li> <li>• Voicing a Radio Story (2 pages)</li> <li>• Want to start a podcast? Read this first (3 pages)</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• BBC Journalism Skills: Local radio reporting (6:22)</li> <li>• Ira Glass on Storytelling (5:24)</li> <li>• How to Sound Great (3:38)</li> <li>• NPR Scott Simon: How to Tell a Story (3:30)</li> </ul>	<p>Discussion No. 4: Hunting for FINAL PROJECT ideas</p> <p><b>Assessment:</b> News &amp; AP Style Challenge No. 10 (April 1, 11:30 a.m.)</p> <p><b>Practice and Application (Tuesday)</b> Recording and editing audio</p> <p><b>At-Home Assignment:</b> Recording Your Own Audio (April 11, 11:59 p.m.)</p> <p><b>Assignment Alert</b> Final Major Project: Journalism Project (due April 19, 11:59 p.m.)</p>
<p>Module 4 Week 13 (April 6 &amp; 8)</p>	<p><b>Ethics of Media</b></p> <p>Journalism may be changing, but its foundational ethics are longstanding and steadfast--even though they may not always be practiced. In this module, we will look at what it means to be an ethical journalist today and how "fake news" is changing perspectives on journalism.</p> <p><b>Resources</b> SPJ Code of Ethics</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Rich Chapter 15: Media Ethics</li> <li>• Can I say that? A legal primer for journalists - Columbia Journalism Review (3 pages)</li> <li>• The Grim Conclusions of the Largest-Ever Study of Fake News (10 pages)</li> <li>• Fear of screwing up - Columbia Journalism Review (5 pages)</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Ethical Endeavors (9:51)</li> <li>• Journalism Law Brief (10:34)</li> <li>• Fake News (3:52)</li> <li>• Infodemic: Coronavirus and the fake news pandemic (6:10)</li> <li>• The real definition of fake</li> </ul>	<p><b>Assessment:</b> Take this Assessment on Media Bias at start of class</p> <p><b>Practice and Application (Tuesday)</b> In-Class: What is Ethical (April 13, 1:30 p.m.)</p> <p><b>Practice and Application (Thursday)</b> In-class assignment: Fighting fake news</p>

		news (3:48)	
Module 4 Week 14 (April 13 & 15)	<p><b>Final Project Work</b></p> <p>This week you will work on your final projects. You will use Tuesday to meet with your final project teams in class. On Thursday, you have a reporting day. I will be on Zoom during class time to help anyone in need of support. Your final project will due on April 22 at 11:30 a.m.</p>		
Module 4 Week 15 (April 20 & 22)	<p><b>The End is Here--What Next?</b></p> <p>CONGRATULATIONS! We have made it to the end of the semester and the completion of our final projects. You will have Tuesday to get your final project edited by your team. We will show off our work on Thursday and then meet with The Lantern editors and industry experts to find out what comes next for journalism--and you!</p>	<p><b>Practice and Application (Tuesday)</b> Journalism panel discussion—what we learned</p> <p><b>Practice and Application (Thursday)</b> <b>Review final projects</b></p> <p><b>Module Assessment (due Thursday at start of class)</b> Final Major Project: Team Journalism Project</p> <p><b>Discussion (due Tuesday at start of class)</b> Discussion 5: What have we learned?</p>	