



SYLLABUS: COMM 2221

Writing and Editing for Media

Spring 2022:

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

281 Journalism Building

Class Twitter hashtag: [#osunewsclass](#)

[Sign up for our Slack community](#)

Instructor

Instructor: Dr. Nicole Kraft (please call me Nicole or, if you would prefer, Dr. Kraft)

Email address: kraft.42@osu.edu

Phone number: 614-407-6612

Twitter: [@nicole_kraft](#)

Office Hours:

Wednesday 11:30 a.m.-1:30 p.m. (in 3045E Derby Hall)

Thursday 1:30 p.m.-3:30 p.m. (in Lantern newsroom conference room)

[Zoom Office Hours](#) (by appointment)

Teaching Assistant:

Mary Kidwell

Email address: kidwell.118@buckeyemail.osu.edu

Twitter: [@marykidwell19](#)

Office Hours:

By appointment

Course overview

Comm 2221, Ohio State's class introducing students to journalism, will kick off Jan. 11 for the Spring 2022 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 in-person course will be LIVE in 281 Journalism. There is no online component. If COVID-19 issues arise, we will modify our class to accommodate

How this course works

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 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. **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. Discussion posts are due **Thursday** by 11:59 p.m. with responses due **Sunday** by 11:59 p.m.
5. Major assignments are due **Sundays** at 11:59 p.m.

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 COVID-19. 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 reading (Available through Perusall for free):

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

Required reading (Purchase subscription or paper book):

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!

Recommended 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)

MOST 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** ([please read this getting started guide](#)). 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. 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. All readings appear weekly in Carmen under pages called "WEEK X Reading" and in the weekly overview page.

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>.

□ 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.
- 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: Sign Up Here!](#)

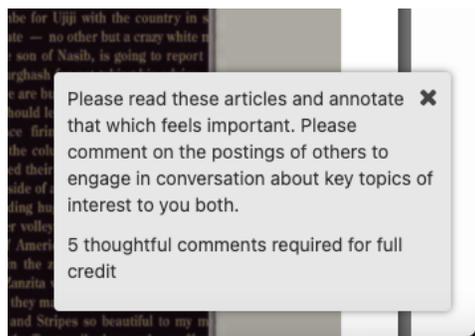
This course uses an app called Slack to communicate inside and outside of class and it will, for all intents and purposes, replace class email. Slack is fundamentally an instant messaging

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!

- 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>,

□ 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.
- **REQUIRED POSTS:**
 - When you click through to the Perusall materials, you will see a message on the bottom right that lets you know how many comments are needed, as comment requirements vary depending on the length of the assignment. Please follow the directions and use that number as the **MINIMUM** number of comments.



□ **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
- 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 two 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	50/5%
Perusall (50 points) and Assessments 10 @ 10 points each)	150/15%
Class Assignments	100/ 10%
News Story	100/10%
Feature Story	100/10%
Midterm (AP Style Assessment and deadline article)	200/20%
Covering a Meeting	100/10%
Team Journalism Project	200/ 20%
TOTAL	1000/100%

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!)

Gentle Reminders

At the end of every week Nicole will send via Slack a “Gentle Reminder” video to look ahead at assignments and goals coming in the next week. Watchingt your Gentle Reminder is required and items in there may be included on weekly assessments.

Dress Code

This class is a quasi-professional environment that will involve you meeting with people from all walks of life. Dressing the part will be key to your professionalism. To that end, please wear clothing that would allow you to feel comfortable meeting any guest. That means, for our class purposes, no pajamas, slippers, crop tops, sweats or excessively ripped clothes. When we cover specific events, I will recommend business casual attire.

What's in a Name?

Communicating clearly with each other is important. Please help me by letting me know how to pronounce your name, or what different name you use. Please also let me know if you have

a preferred pronoun.

My name is Nicole, and I welcome you to call me that. Let's avoid using the interjection "hey" in messaging, as some of your faculty will likely find it a bit unprofessional.

There has been, since the Wall Street Journal column on Dr. Jill Biden, much discussion about the use of titles.

You can always be safe calling your faculty professor, as in "I am Prof. Kraft." The term Doctor (Dr.) is for professors who have a Ph.D. Ed.D. (or the equivalent). So, if you would prefer to address me with a title, it would be Dr. Kraft, since I have an Ed.D.

Mr., Mrs. and Ms. are often not used in college, although they were likely expected of you in high K-12.

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.

Assignment Guide

Discussion Posts (50 points)

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

Class Assignments (100 points)

You will have **TWO** class 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

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)

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).

Major Assignments (500 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 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.

Covering a Meeting: (100 points)

One of the few places governments do the peoples' business is public meetings, and you will get a chance to see how they work and serve the public at the same time by attending and covering a University Area Commission meeting.

Final Major Project: Spring 2022: (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.

Lunch Anyone?

Arts & Sciences has a program called "[Take Your Professor to Lunch](#)," and I would LOVE to have lunch with you! This program is student initiated with an undergraduate student inviting a College of Arts and Sciences teacher to lunch. Meal cards are limited and distributed first-come, first-served.

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 class 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. Late assignments are not accepted unless you discuss with Nicole at least 24 hours BEFORE the deadline.

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 and Mary 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 activities:** We will have activities (participation) and/or assignments 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 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 course:

- Students kept up with the schedule and assignment due dates.
- 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.

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 one hour 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 Columbus 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 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

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 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.

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.
- **Plagiarism (stealing work from others, including scraping from websites) and fabrication (making things up) are EXTREMELY serious academic misconduct issues.** If you have any questions if something is allowable, ask before you do it to avoid visiting COAM (see below).
- **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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

COVID-specific policies

Please note that these policies may be updated to reflect changes in the epidemic, changes in our understanding of the disease, and changing University, local, state, and federal recommendations/mandates.

Vaccination

The COVID-19 vaccine is the single best way to protect yourself and others from the disease. Widespread vaccination also offers us our best chance of ending the pandemic and getting back to a pre-pandemic lifestyle. If you haven't already, please get vaccinated. It is safe, effective, and [free](#).

Masks and social distancing

The university requires that everyone on campus wears masks indoors (for more information, see <https://safeandhealthy.osu.edu/>). Wearing a mask that covers your mouth and nose is important because it can help slow the spread of COVID-19. There are several reasons to do this, even if you are vaccinated. First, the "Delta variant," which is the dominant version of the virus that causes COVID in the U.S. today, is highly contagious, and has caused a huge increase in cases recently. Second, even if you are vaccinated, there have been some cases of "breakthrough" infection, where a vaccinated person becomes ill. These cases are much less severe than cases among unvaccinated individuals, but you still don't want to go through it if you don't have to. Finally, and most importantly, if you get COVID-19 you can spread it to other people, including young children and others who cannot take the vaccine. In short, masks help protect you and they help you protect other people.

Social distancing may also help slow the spread of COVID. Although classrooms are no longer configured to ensure that students can spread out, doing so may still be helpful if you have the opportunity.

Attendance

Given the continued high prevalence of COVID, including breakthrough cases among vaccinated individuals, **students should not attend class if they are feeling sick**. It is very important that individuals avoid spreading the virus to others. Most students should be able to complete a successful semester despite illness-induced absence. If you are absent due to illness, including but not limited to COVID, I will give you a reasonable opportunity to make up missed work. **You do not need to provide a physician's document of illness, but you should advise me via email as soon as you are safely able to do so.**

Recordings of class sessions

I intend to post recordings of most class sessions on Carmen. These recordings are not a substitute for the in-person learning experience. Instead, they are a tool to help those who are forced to miss class on account of illness to catch up. As such, recordings may fail to capture in-class activities, they may be incomplete in other ways, or they be entirely missing (e.g., in the event of a problem with the recording technology).

Other related resources

COVID-19 Accommodations. 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Food Security (<https://www.buckeyefoodalliance.org/>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

COVID-19 emergency financial assistance (<https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid>) Ohio State has emergency grants available to aid students who are facing unexpected financial challenges related to the pandemic. Students may use the funds toward any component of the cost of attendance, or for emergency costs that arise as a result of the COVID-19 pandemic such as food, housing, tuition, health care (including mental health care) or child care. Please visit the website for more information.

Course Schedule

(subject to change)

Complete, accessible schedule is available each week in Carmen under **MODULES**

<p>Module 1 Week 1 (Jan. 11-13)</p> <p>Welcome to #osnewsclass</p>	<p>Learning outcomes for this session</p> <p>Today, our activities, content, and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none">▪ Recognize what makes information newsworthy.▪ Understand the basic structure of news articles▪ Understand the need for fairness, accuracy and expediency in news stories▪ Combat fake news to keep the public informed <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class.</i></p> <p>Resources to review:</p> <ul style="list-style-type: none">▪ Read the syllabus▪ Best of AP Style and Grammar/Punctuation/Spelling Download Best of AP Style and Grammar/Punctuation/Spelling▪ Guidelines for Student Journalists: Reporting During a Pandemic▪ Apps For News: Subscribe to suggested podcasts <p>Do course readings</p> <ul style="list-style-type: none">▪ Inside Reporting Chapter 1: The Story of Journalism (9 pages)▪ 4 types of journalists: How they tick and what we can learn from them Poynter (5 pages)▪ Why Journalism Might Actually Be the Class of the Future (14 pages including videos)▪ 12 back-to-school writing tips to practice while you social distance (6 pages) <p>Watch course videos</p> <ul style="list-style-type: none">▪ What is journalism (1:28)▪ The Power of simple words (2:20)▪ Journalism with John Oliver (19:23)▪ BONUS VIDEOS: Learning to use your iPad<ul style="list-style-type: none">▪ Using iPad for School (7:25)▪ 12 iPad Pro Tips and Tricks (10:12) <p>Assessment</p> <ul style="list-style-type: none">▪ QUIZ: Syllabus and Course Policies <p><i>Here's everything you need to do and remember DURING class.</i></p> <p>Practice and Application-Tuesday</p> <ul style="list-style-type: none">▪ In-class Activity: iPad Ice-Breaker <p>Practice and Application-Thursday</p> <ul style="list-style-type: none">▪ In-Class Activity: In-the-world interviewing <p><i>Here's everything you need to do and remember AFTER the class.</i></p> <p>Semester-Long Assignment</p> <ul style="list-style-type: none">▪ Semester-Long Assignment: Twitter & Social Media
<p>Module 1 Week 2 (Jan. 18-20)</p> <p>AP Style and News Value</p>	<p>Learning outcomes for this session</p> <ul style="list-style-type: none">▪ Understand the need for fairness, accuracy and expediency in news stories▪ Identify and execute articles that contain news value▪ Write and produce professional news content, displaying a command of grammar, spelling, syntax and Associated Press style <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none">▪ Do course readings<ul style="list-style-type: none">▪ Rich Chapter 3-Basic News Value (23 pages)▪ Objectivity isn't a magic wand (4 page)▪ What Are the Seven News Values? (1 page)▪ Good Stories Prove Their Relevance to the Audience (1 page) <p>Optional</p> <ul style="list-style-type: none">▪ Ten Noteworthy Moments In U.S. Investigative Journalism (3 pages)

News Article Examples:

- Larry Householder, 4 others face racketeering conspiracy charges in federal court (7 pages including sidebar links)
- Some Columbus-area businesses, customers ignore mask mandate, complaints allege (3 pages)
- [Watch course videos](#)
 - News Value (5:14)
 - What is News? (4:07)
 - Just the Facts (5:36)
- [AP Style and Grammar Resources \(to review NOW and throughout the semester\)](#)
 - AP Style Guide (9 pages)
 - The Basics of Associated Press Style (5 pages)
 - AP Style Cheat Sheet (10 pages)
 - 8 Persnickety Rules on AP Style
 - Explaining AP style on Black and white (1 page)
 - AP Style: Language (video-3:15)
 - AP Style: Addresses, States, Titles (3:57)

Here's everything you need to do THIS WEEK.

- **Assessment (due IN class Tuesday)**
 - [In-Class: News & AP Style Challenge No. 1](#)
- **Practice and Application (Tuesday)**
 - News Value and inverted pyramid work
 - AP Style activities
 - [Sign up for meeting coverage](#)
- **Practice and Application (Thursday)**
 - Discussion on reporting with recent journalism grads

Here's everything you need to do AFTER CLASS:

- Dialogue and reflections (post due Thursday, response due Sunday)
 - [Discussion: Hunting for News Story Ideas](#)

Module 1
Week 3
(Jan. 25-27)

Writing the Story Idea

Learning outcomes for this session

- Find ideas for news in the world that can become articles.
- Apply news values to ideas to determine their publishability.
- Identify qualified sources of information for articles.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Resources**
 - [Expertise finder](#)
 - Read the [story](#) behind Expertise Finder
 - [Ohio State faculty experts](#)
- [Do course readings](#)
 - Rich Chapter 5: Story Ideas (14 pages)
 - The Black Box system for organizing a story - American Press Institute (2 pages)
 - The News Manual: The shape of the news story (2 pages)
 - Journalism's Cardinal Sins (1 page)

Optional

- 12 tips for finding story ideas (1 page)
- 3 simple ways to find story ideas (NPR training, 2 pages)
- 15 Content Ideas for a College Newspaper (1 page)

News Article Examples:

- DIGITAL FLAGSHIP TO OPEN DESIGN LAB IN GATEWAY DISTRICT (The Lantern--1 page)
- STUDENT ORGANIZATIONS FUNDRAISE FOR BLACK COMMUNITY ORGANIZATIONS (The Lantern--2 pages)
- HUD revokes Obama-era rule designed to diversify the suburbs (Columbus Dispatch--1 page)
- [Watch course videos](#)
 - Inverted Pyramid (4:29)
 - Story Structure (3:55)
 - Where are All the Story Ideas? (5:37)
- **Assessment**
 - [News & AP Style Challenge No. 2](#)

Here's everything you need to do and remember DURING the class.

- **Practice and Application (Tuesday)**
 - [In-class activity: Build the Blocks of Your Article](#)
- **Practice and Application (Thursday)**
 - [At-Home Assignment: News Article Draft](#)

Module 1

Week 4

(Feb. 1-3)

Beat Reporting

Learning outcomes for this session

- Understand what is a beat and how it can be cultivated.
- How to work with sources on a beat--specifically Ohio State communicators.
- How to develop a story focus on a beat.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

▪ Story idea resources

- [Ohio State Newsroom](#)
- [Fisher College of Business Newsroom](#)
- [Ohio State Medical Center News Releases](#)
- [Ohio State Research News](#)

▪ Do course readings

- Rich Chapter 19: Beats (19 pages) 
- Rich Chapter 21: Government and Statistical Stories (19 pages)
- NOT ON PERUSALL: Beat Reporting (15 pages, includes lists of links)

News Article Examples:

- Ohio State seeks approval for heat and power plant
- Tree of Life buys Westview school to relocate primary students this fall
- [Watch course videos](#)
 - Explore Careers: Beat Reporter (5:55)
 - Backgrounding (5:46)
- Assessment
 - [News & Ap Style Challenge No. 3](#)

Here's everything you need to do DURING class.

▪ Practice and Application (Tuesday)

- Visit The Lantern
- [In-class activity: Write a story about your time spent in the Lantern](#)

▪ Practice and Application (Thursday)

- Meet with our Ohio State Communication friends.
 - [Jeff Grabmeier](#), research
 - [Dan Hedman](#), administration and planning, public safety, construction
 - [Dave Isaacs](#), student life
 - [Ben Johnson](#), administration
- Covering meetings

▪ Module Assessment (due Sunday at 11:59 p.m.)

- [MAJOR ASSIGNMENT DUE: NEWS ARTICLE](#)

Module 2
Week 5
(Feb. 8-10)

The Source
Relationship

Learning outcomes for this session

- Demonstrate basic skills of interviewing and researching
- Adhere to ethical journalistic practices

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Resources**
 - The [Journalist's Toolbox](#) has a tremendous list of sites for expert sources. Please review.
- **Do course readings**
 - **Intro: Always Get the Name of the Dog (5 pages)**
 - 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.
 - **Rich Chapter 6: Sources (19 pages)**
- **Readings**
 - Always Get the Name of the Dog Chapter 1 (Success Starts with Research), 6-15
 - Always Get the Name of the Dog Chapter 2 (Something About Sources), 16-33.
 - 15 Tips for Handling Quotes (1 page)
 - A Former Journalist Created a Site to Help Journalists Find Experts (1 page)
 - How to Stay Impartial During Interviews (1 page)
- **Watch course videos**
 - Sources (7:41)
 - Interviewing (12:09)
 - Attribution (5:26)
- **Assessment**
 - [News & AP Style Challenge No. 4](#)

Here's everything you need to do IN CLASS this week.

- Practice and Application (Tuesday)
 - [In-Class Activity: Let's Get Interviewing--No. 1!](#)
- Practice and Application (Thursday)
 - [In-Class Activity: Let's Get Interviewing!--No. 2](#)

Here's everything you need to do AFTER CLASS this week.

- Rewrite Opportunity
 - [Rewrite Opportunity: News Article](#)
- Optional Check-in

[What do you wish your professors knew?](#)

Module 2
Week 6
(Feb. 15-17)

Talking to People

Learning outcomes for this session

- Demonstrate basic skills of interviewing and researching
- Interview appropriate live human experts in person, and take accurate notes that are utilized in articles to provide paraphrased facts and supporting quotes

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- **Do course readings**
 - **Rush Chapter 7: Interviewing (22 pages)**
- **Recommended Readings in Always Get the Name of the Dog**
 - Chapter 3: Getting it Down (34-43)
 - Chapter 4: Location Matters (44-56)
 - Chapter 5: Questions and Answer (57-75)
 - Recording phone calls and conversations: Legal guide from the Citizen Media Law Project (3 pages)
 - Scribbling with Purpose: Taking notes that make sense (4 pages)
- **Watch course videos**
 - Katie Couric on how to conduct a good interview (5:08)
 - Larry King's interviewing tips (4:58)
 - Trump's Brutal Interview with Chris Wallace (10:25)

Here's everything you need to do THIS WEEK.

- **Practice and Application (Tuesday)**
 - [Class Assignment: Pin the Tail on the Campus](#)
- **Assessment (due BEFORE CLASS ON Thursday)**
 - [News & AP Style Challenge No. 5](#)
- **Practice and Application (Thursday)**
 - Evaluating Pin the Tail on the Campus.
 - [In-class activity: Story brainstorm sessions](#)
- **Dialogue and Reflection**
 - [Discussion: Hunting for FEATURE Story Ideas](#)

<p>Module 2 Week 7 (Feb. 22-24)</p> <p>Writing Fabulous Features</p>	<p>Learning outcomes for this session</p> <ul style="list-style-type: none"> Continue to develop interviewing and researching skills to develop your feature. Produce a feature article draft for evaluation. <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> Do course readings <ul style="list-style-type: none"> Chapters in "Writing Fabulous Features" <ul style="list-style-type: none"> Getting Started (3 pages) Finding ideas (8 pages) Finding your Focus (4 pages) Types of Features (12 pages) Optional Feature Article Examples: <ul style="list-style-type: none"> Faith, Truth and Love: How the Death of Ohio State Wrestling Coach Tom Ryan's Son Shaped His Life (4 pages) 'Are you alone now_ ' After raid, immigrant families are separated in the American heartland - The Washington Post (18 pages) Video games_ the addiction _ Games _ The Guardian (8 pages) Two of the world's best free divers went to the limit—one came back _ Vault (22 pages) What Bullets Do to Bodies - Highline (36 pages) Watch course videos <ul style="list-style-type: none"> Features (7:02) Writing Feature Articles (1:18) Profiles (5:54) Assessment (due Tuesday) <ul style="list-style-type: none"> News & AP Style Challenge No. 6 <p><i>Here's everything you need to do and remember DURING the class.</i></p> <ul style="list-style-type: none"> Practice and Application (Tuesday) <ul style="list-style-type: none"> How to write features Practice and Application (Thursday) <ul style="list-style-type: none"> In-Class Activity: Writing the Nut <i>Here's everything you need to do and remember AFTER the class.</i> <ul style="list-style-type: none"> At-Home Assignment: Feature article draft
<p>Module 2 Week 8 (March 1-3)</p> <p>Photography</p>	<p>Learning outcomes for this session</p> <p>Today, our activities, content, and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> Discover secrets to shooting with your iPhone. Learn how editing can improve every writer. <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> Do course readings <ul style="list-style-type: none"> Photos: Tips for journalists shooting photos: rookie mistakes, pros and cons IJNet (3 pages) Shooting Like a Photojournalist (4 pages) Watch course videos <ul style="list-style-type: none"> Video: 10 Mobile Photography Hacks For Beginners (5:50) Video: 7 Little-Known Tricks For Incredible iPhone Photography (10:13) Assessment <ul style="list-style-type: none"> News & AP Style Challenge No. 7 <p><i>Here's everything you need to do and remember DURING the class.</i></p> <ul style="list-style-type: none"> Practice and Application (Tuesday with Barb Peneric) <ul style="list-style-type: none"> In-Class Activity: The Photo Walk Practice and Application (Thursday-Editing) <ul style="list-style-type: none"> In-class Activity: Let's Try Editing Major Assignment <ul style="list-style-type: none"> MAJOR ASSIGNMENT No. 2: Feature Article
<p>Module 3 Week 9 (March 8-10)</p> <p>Breaking News</p>	<p>Learning outcomes for this session</p> <p>Today, our activities, content, and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> Understand the relationship between police and media. Demonstrate basic skills of interviewing and researching in breaking news space. <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> Do course readings <ul style="list-style-type: none"> Learning from prize-winning journalism: how to cover a breaking news story (4 pages) What to do if you're pepper-sprayed (2 pages) Incorporating mobile journalism into local newsrooms (2 pages) How Successful Journalists Use Social Media (2 pages)

	<ul style="list-style-type: none"> ▪ Tips for journalists shooting photos: rookie mistakes, pros and cons (2 pages) ▪ News article examples <ul style="list-style-type: none"> ▪ Lantern journalists pepper-sprayed by police (1 page) ▪ Columbus Mayor, Police Chief Address Protest Policing, Pepper-Spray of Lantern Journalists (2 pages) ▪ <u>Watch course videos</u> <ul style="list-style-type: none"> ▪ Lantern journalists pepper-sprayed after identifying as members of the news media (:26) ▪ Lantern TV: Ohio State stabbing (3:27) ▪ Tips on Using Tweetdeck (1:15) ▪ Assessment <ul style="list-style-type: none"> ▪ News & AP Style Challenge No. 8 <p><i>Here's everything you need to do and remember DURING the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Tuesday) <ul style="list-style-type: none"> ▪ Simulation with Ohio State police <ul style="list-style-type: none"> ▪ In-Class Activity: Breaking news simulation ▪ Practice and Application (Thursday) ▪ ▪ Midterm prep ▪ MODULE ASSESSMENT <ul style="list-style-type: none"> ▪ MAJOR ASSIGNMENT No. 2: Feature Article
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Module 3 Week 10 (March 15-17)	SPRING BREAK
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Module 3 Week 11 (March 22-24) Midterm	<p>Learning outcomes for this session</p> <p>Today, our activities, content, and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> ▪ Put all of the skills you have learned so far to pursue a news or feature story. ▪ Complete the story on a tight deadline with no spelling, grammar or AP Style errors. <p>Course roadmap</p> <p><i>Here's everything you need to do and remember for our TUESDAY class.</i></p> <p>Instructions</p> <ul style="list-style-type: none"> ▪ Be sure to study the most-used AP Style--you cannot use your book for this assignment. ▪ Review the inverted pyramid and narrative writing. ▪ Play AP Style and News Jeopardy to start the midterm. ▪ You will then learn the four story topics available for the midterm article. ▪ Find a story idea under the topic and pitch it to #2221midterm on Slack. ▪ Once approved, pursue your story by conducting research, finding sources, scheduling interviews. ▪ Conduct interviews and structure article. ▪ Write a draft of the article to submit by the start of class Friday. <p>Assessment (Tuesday)</p> <ul style="list-style-type: none"> ▪ Midterm Jeopardy <p><i>Here's everything you need to do and remember for our Thursday class.</i></p> <ul style="list-style-type: none"> ▪ Complete your draft by 11:30 a.m., so it can be sent to a peer reviewer. ▪ Peer review the article you have been assigned. Be sure to make it "publishable," addressing key structural issues, sources and AP Style. ▪ Get your article back and make the revisions suggested. ▪ Check over your structure, style and sources. ▪ Create your video (30 seconds only). Upload to YouTube and embed the link in the article. ▪ Embed your photo in the article. ▪ Submit to Carmen by 1:20 p.m. <p>Assessment (Thursday)</p> <ul style="list-style-type: none"> ▪ DUE: MIDTERM ARTICLE DRAFT (due at 11:30 a.m.) ▪ DUE: MIDTERM ARTICLE (due at 1:20 p.m.) <p>REWRITE OPPORTUNITY</p> <ul style="list-style-type: none"> ▪ Rewrite Opportunity: Feature Article
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<p>Module 3 Week 12 (March 29-31) Reporting for the Senses</p>	<p>Learning outcomes for this session Today, our activities, content, and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> • Understand how video and audio augment and enhance reporting, and utilize those skills in our reporting • Practice those skills in a real-world setting. <p>Course roadmap <i>Here's everything you need to do and remember BEFORE class.</i></p> <ul style="list-style-type: none"> • Resources <ul style="list-style-type: none"> ○ National Public Radio • <u>Do course readings</u> <ul style="list-style-type: none"> ○ Rich chapter 12-Broadcast (26 pages) ○ Nine tips for journalists shooting video interviews (1 page) ○ Five-Shot checklist (1 page) ○ Writing a Radio Script (3 pages) ○ Voicing a Radio Story (2 pages) • <u>Watch course videos</u> <ul style="list-style-type: none"> ○ BBC Journalism Skills: Local radio reporting (6:22) ○ Ira Glass on Storytelling (5:24) ○ How to Sound Great (3:38) ○ NPR Scott Simon: How to Tell a Story (3:30) • Assessment <ul style="list-style-type: none"> ○ News & AP Style Challenge No. 9 <p><i>Here's everything you need to do and remember DURING class.</i></p> <ul style="list-style-type: none"> • Practice and Application (Tuesday) <ul style="list-style-type: none"> ○ Understanding Video reporting ○ In-Class Activity: The Video Walk • Practice and Application (Thursday) <ul style="list-style-type: none"> ○ In-Class Activity: The Audio Walk • Dialogue and Reflection <ul style="list-style-type: none"> ○ Discussion: Hunting for FINAL PROJECT ideas • Module Assessment <ul style="list-style-type: none"> ○ MAJOR ASSIGNMENT No. 3: Covering a Meeting
<p>Module 4 Week 13 (April 5 & 7) The Ethics of Media</p>	<p>Learning outcomes for this session Today, our activities, content, and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> ▪ Understand ethical journalistic practices and how to adhere to them. ▪ What is "fake news" and how does it impact democracy? <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> ▪ Resources <ul style="list-style-type: none"> ▪ SPJ Code of Ethics ▪ <u>Do course readings</u> <ul style="list-style-type: none"> ▪ Rich Chapter 15: Media Ethics ▪ Can I say that? A legal primer for journalists - Columbia Journalism Review (3 pages) ▪ The Grim Conclusions of the Largest-Ever Study of Fake News (10 pages) ▪ Fear of screwing up - Columbia Journalism Review (5 pages) ▪ <u>Watch course videos</u> <ul style="list-style-type: none"> ▪ Ethical Endeavors (9:51) ▪ Journalism Law Brief (10:34) ▪ Fake News (3:52) ▪ Infodemic: Coronavirus and the fake news pandemic (6:10) ▪ The real definition of fake news (3:48) <p><i>Here's everything you need to do and remember DURING the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Tuesday) <ul style="list-style-type: none"> ▪ In-class activity: What is ethical ▪ Final project work--final project teams ▪ Practice and Application (Thursday) <ul style="list-style-type: none"> ▪ In-Class: Take this Assessment on Media Bias
<p>Module 4 Week 14 (April 12-14) Final Project Work</p>	<p>Learning outcomes for this session This week, our activities, content, and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> • Work toward the completion of your final project. • Get support on your final project, if needed. <p><i>What to do: Read through this page for an overview of the class.</i></p> <p>Course roadmap <i>Here's everything you need to do and remember DURING class.</i></p> <p>Practice and Application-Tuesday</p>

	<ul style="list-style-type: none"> • <ul style="list-style-type: none"> ○ Work on final project articles in class with team. ○ Work on final project assets, including video and photo pieces, and design. ○ Submit article drafts by 1:20 p.m. to be reviewed by team members before class starts Thursday. <p>Practice and Application-Thursday</p> <ul style="list-style-type: none"> • <ul style="list-style-type: none"> ○ Provide edits back to your final articles to team members. ○ Revise articles on your own. • Class Points Due <ul style="list-style-type: none"> ○ Assessment: Perusall Readings ○ Class Assignment: Twitter & Social Media
<p>Module 4 Week 15 (April 19-21) The End is Here</p>	<p>Learning outcomes for this session Our activities, content, and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> ▪ Completing the final project and showcasing them to your classmates. ▪ Dialogue with each other and experts on where to go next in journalism. <p>Course roadmap <i>Here's everything you need to do and remember DURING the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Tuesday) <ul style="list-style-type: none"> ▪ Review Final Projects in class ▪ Module Assessment (due Thursday at 1:30 p.m.) <ul style="list-style-type: none"> ▪ Final Major Project: Team Journalism Project ▪ Discussion (Due Tuesday at start of class) <ul style="list-style-type: none"> ▪ Discussion 6: What have we learned?