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V. UNIVERSITY & SCHOOL POLICIES

SYLLABUS: COMM 2221
Writing and Editing for Media
Spring 2024
Tuesday/Thursday 11:30 a.m.-1:20 p.m.
281 Journalism Building
Class Twitter hashtag: #osunewsclass
Slack Signup: https://go.osu.edu/kraftcommslack_sp24

I. Course introduction

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:
Tuesday/Thursday, 4-5:30 p.m.
In person: 3045E Derby Hall
By appointment on Zoom: https://go.osu.edu/kraftofficehours_zoom_sp24

Teaching Assistant:
Kate Shields
Email address: shields.323@buckeyemail.osu.edu
Office Hours:
By appointment

Course overview

Comm 2221, Ohio State's class introducing students to journalism, will kick off Jan. 9 for the Spring 2024 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 class is an in-person course, which means we will meet together in class two days per week (Tuesday and Thursday, 11:30 a.m. to 1:20 p.m.). This is a 4 CREDIT course, which means the workload inside and outside class should equal about 12 hours of work per week.

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. **Sunday 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. Discussions are due **Thursday** by 11:59 p.m. Responses are due **Sunday** at 11:59 p.m.
5. Major assignments are due **Sunday** 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.

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!*

Kraft, N. (2019). *Always Get The Name Of The Dog: A guide to media interviewing.* Philadelphia, PA: CRC Press. Purchase. *$35.96*

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.

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. 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,

- **Hypothesis**
  - Hypothesis is a social annotation tool that is fully integrated with Canvas. Using Hypothesis, I made PDFs and websites annotatable. You can annotate course readings collaboratively, sharing comments and replying to peer's comments. All you need to do to access the readings via Hypothesis is to click on the links in each module under "READINGS".
  - Successful strategies for using Hypothesis include:
    - Ask each other questions, share ideas, and collaborate around learning.
    - Annotate the syllabus.
    - All readings are annotation-enabled creating an optional space for you to connect with each other.

- **Turnitin:**
  - o 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 <u>Committee on Academic Misconduct (COAM)</u> and <u>Section A of OSU's Code of Student Conduct</u> 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 <u>Section A of OSU's Code of Student Conduct</u> as appropriate. For more information about Turnitin, please see <u>the vendor's guide for students</u>. 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 (we will provide if you need it) .

Necessary software
- OSU students have access to Microsoft Office products <u>free of charge</u>. To install, please visit <u>https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733</u>
- 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.

II. Grading & faculty response
Grades

Assignment or category	Points and Percent
Discussion Posts	100/10%
Assessments 10 @ 10 points each)	100/10%
Class Assignments (2 @ 50 points each)	100/ 10%
News Story	100/10%
Feature Story	100/10%
Midterm (AP Style Assessment and deadline article)	200/20%
Covering a Meeting	100/10%
Final 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!)

Grading Philosophy
This course will focus on qualitative not quantitative assessment, something we'll discuss during the class. I will be asking you questions and making comments that engage your work rather than simply evaluate it. You will also be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you're expected to. If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date. If you are worried about your grade, your best strategy should be to join the discussions, do the reading, and complete the assignments. **You should consider this course a "busy-work-free zone." If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instruction.**

Assignment Guide

Discussion Posts (100 points)

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:

Twitter & Social Media (50 points)

Using social media is becoming an increasingly important part of journalism, and journalists are expected to have a good social media presence. To help you on the way to building a professional social media presence, making posts to social media will be part of this course.

Pin the Tail on the Campus (50 points)

Finding stories in the world is a skill that must be built, and this assignment will help you do it. Your assignment is to find and report a story from on campus—in real time. It can be a news or feature article. If you find a feature you will be able to flush out this idea for our next major assignment—a feature article. :)

Assessments (100 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 AP Style and news with a 10-point assessment quiz in Carmen.

Midterm (200 points)

Cumulative to the 11th 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 2024: (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 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 Adobe Express.
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.

Academic integrity policies for this class

- **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.

Chat GPT

Can you use Chat GPT? The answer is, "It depends." We have structured ways that we encourage the use of ChatGPT to maximize your writing and learning, and these assignments will be clear and evident in class.

Students are allowed to use ChatGPT and other language models for certain aspects of this course. This policy outlines the guidelines and expectations for using ChatGPT.

Purpose of Using ChatGPT:
ChatGPT is designed to provide assistance in generating human-like text responses based on given prompts. In this course, you may use ChatGPT to brainstorm, generate ideas, improve your writing, or explore complex concepts. However, it is essential to remember that ChatGPT should complement your efforts, not replace critical thinking and the core learning process.

You are permitted to use ChatGPT in the following ways:
- *Brainstorming*: Use ChatGPT to generate ideas, concepts, or potential solutions to specific problems or assignments.
- *Writing Assistance*: Leverage ChatGPT to enhance your OWN writing, receive suggestions on sentence structure, grammar, and style and refine your written work.
- *Concept Exploration*: Use ChatGPT to gain insights into challenging topics, explore different perspectives and deepen your understanding of course materials.

Responsible Use and Academic Integrity:
While ChatGPT can be an invaluable resource, it is crucial to uphold academic integrity and responsible use. **Plagiarism and cheating are strictly prohibited and will result in a report to COAM**. When using ChatGPT, you must always provide appropriate attribution if you incorporate any generated content into your assignments or projects.

Limitations of ChatGPT
Keep in mind that ChatGPT is a machine-learning model and has its limitations. It may not always produce accurate or reliable information. As such, you must critically evaluate the responses generated by ChatGPT and verify the information from reliable sources before incorporating it into your work.

Support and Guidance
If you are unsure about the appropriate use of ChatGPT or have any questions related to its implementation, please ASK before you use and submit!

Experimentation and Feedback
This course encourages experimentation and learning through hands-on experiences. You are encouraged to explore the capabilities of ChatGPT, share your experiences with the class and provide constructive feedback on how it enhances or impacts your learning process.

III. Class Details

Gentle Reminders

At the end of every week Nicole will send via Slack a "Gentle Reminder" post 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.

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

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. on weekdays, except while I am in class. All students have 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, or for coffee or lunch. Please reach out so I can get to know you and your class needs better!

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.

IV. Learning Details

Syllabus as a contract

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.

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.

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.

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.
- **Open Office Time**: 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.

Discussion and communication

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 Kate work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your class communications.

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 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.

Canceling Class

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via Slack.

Course Schedule

(subject to change)

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

| Module 1
Week 1
Jan. 9 & 11

Welcome to #osunewsclass | **Learning outcomes for this session**
Today, our activities, content and assignments will help you to be able to do the following:
• 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.
Course roadmap
Here's everything you need to do and remember BEFORE the class.
Resources to review:
• Read the syllabus
• Best of AP Style and Grammar/Punctuation/Spelling
• Apps For News: Subscribe to suggested podcasts
Practice and Application-Tuesday
    o Let's meet and review class expectations
    o In-Class Activity: Syllabus Press Conference Story
    o In-class Activity: iPad Ice-Breaker
Do course readings (before class Thursday)
    o Inside Reporting Chapter 1: The Story of Journalism (9 pages)
    o 4 types of journalists: How they tick and what we can learn from them \| Poynter (5 pages)
    o Why Journalism Might Actually Be the Class of the Future (14 pages including videos)
    o Week 1: Can I say that? A legal primer for journalists (2 pages)
    o Week 1: Rich Chapter 16: Media Ethics (13 pages)
Watch course videos (before class Thursday)
    o What is journalism (1:28)
    o The Power of Simple Words (2:20)
    o Journalism with John Oliver (19:23)
• BONUS VIDEOS: Learning to use your iPad
    o Using iPad for School (7:25)
    o 12 iPad Pro Tips and Tricks (10:12)
Assessment (Before class Thursday)
    o QUIZ: Syllabus and Course Policies
Here's everything you need to do and remember DURING class.
Practice and Application-Thursday
    o What is news?
    o Media Bias Chart
    o SPJ Code of Ethics
    o In-Class Activity: In-the-world interviewing
Here's everything you need to do and remember AFTER the class.
Practice and Application (at home)
    o At-Home Activity: In-the-world interviewing

Semester-Long Assignment
<u>Class Assignment: Social Media</u> |

| Module 1
Week 2
Jan. 16 & 18

**AP Style and
News Value** | **Learning outcomes for this session**
• 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
Course roadmap
Here's everything you need to do and remember BEFORE the class.
• Do course readings (before class Tuesday)
    ▪ Rich Chapter 3-Basic News Writing (23 pages)
    ▪ Objectivity isn't a magic wand (4 page)
    ▪ Good Stories Prove Their Relevance to the Audience (1 page)
    ▪ The Eight Values That Will Make Your Content 'Newsworthy' (3 pages)
    ▪ Ten Noteworthy Moments In U.S. Investigative Journalism News Article Examples
        ▪ FEC moves to potentially regulate AI.pdf
        ▪ Issue 1 faltered in GOP counties.pdf
        ▪ Ohio State athletic director's tenure to end.pdf
        ▪ Yellow Springs Brewery to take over Crest.pdf
• Watch course videos (before class Tuesday)
    o News Value (5:14)
    o What is News? (4:07)
    o Just the Facts (5:36)
• AP Style and Grammar Resources (to review NOW and throughout the semester)
    o AP Style Guide (9 pages)
    o The Basics of Associated Press Style (5 pages)
    o AP Style Cheat Sheet (10 pages)
    o 8 Persnickety Rules on AP Style
    o Explaining AP style on Black and white (1 page)
    o AP Style: Language (video - 3:15)
    o 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)
    o In-Class Activity: AP Scavenger Hunt
    o Discussion on reporting with recent journalism grads
Here's everything you need to do AFTER CLASS:
• Dialogue and reflections (post due Thursday at 11:59 p.m., response due Sunday at 11:59 p.m.)
    o Discussion: Hunting for News Story Ideas
• Practice and Application (at home)
    o Skill Builder: Writing an email

SEMESTER-LONG ASSIGNMENT--First Submission Due
Class Assignment: Social Media |

Module 1
Week 3
Jan. 23 & 25
 	
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
	   o Expertise finder
	   o Read the story behind Expertise Finder
	   o Ohio State faculty experts
	• Do course readings (Before class Tuesday)
	   o Rich Chapter 5: Story Ideas (14 pages)
	   o The Black Box system for organizing a story - American Press Institute (2 pages)
	   o The News Manual: The shape of the news story (2 pages)
	   o Journalism's Cardinal Sins (1 page)
	   o 12 tips for finding story ideas (1 page)
	   o 3 simple ways to find story ideas (NPR training, 2 pages)
	   o 15 Content Ideas for a College Newspaper (1 page)
	• Watch course videos (Before class Tuesday)
	   o Inverted Pyramid (4:01)
	   o Story Structure (7:17)
	   o Finding Story Ideas (10:42)
	• Assessment (Before class Tuesday)
	   o News & AP Style Challenge No. 2
	Here's everything you need to do and remember DURING the class.
	• Practice and Application (Tuesday)
	   o Pitching story ideas to Lantern editors
	   o In-class/at-home activity: Build the Blocks of Your Article
	• Practice and Application (Thursday)
	   o Meet with journalism friends
	• At Home Opportunity (Sunday)
	   o At-Home Assignment: News Article Draft
	• Optional Check In
	   o What do you wish your professors knew?

Module 1
Week 4
Jan. 30 & Feb. 1
 	
Beat Reporting
	Learning outcomes for this session
	• Understand what a beat is and how it can be cultivated.
	• Learn to work with sources within a beat—specifically Ohio State communicators.
	• Learn how to develop a story focus within a beat.
	Course roadmap
	Here's everything you need to do and remember BEFORE the class.
	• Story idea resources
	   o Ohio State Newsroom
	   o Fisher College of Business Newsroom
	   o Ohio State Medical Center News Releases
	   o Ohio State Research News
	• Do course readings (Before Class Tuesday)
	   o Rich Chapter 19: Beats (15 pages)
	   o Rich Chapter 20: Speeches and Meetings (19 pages)
	   o Rich Chapter 21: Government and Statistical Stories (19 pages)
	• Watch course videos (Before class Tuesday)
	   o Explore Careers: Beat Reporter (5:55)
	   o Backgrounding (5:15)
	• Assessment (Before class Tuesday)
	   o
	      ▪ News & Ap Style Challenge No. 3
	Here's everything you need to do DURING class.
	• Practice and Application (Tuesday)
	   o Visit The Lantern
	• Practice and Application (Thursday)
	   o News Article Work
	   o Workshopping articles
	   o At-Home/In-Class Opportunity: News Article Draft No. 2 (required)
	
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	Module Assessment (due Sunday at 11:59 p.m.)
	<u>MAJOR ASSIGNMENT NO. 1 DUE: NEWS ARTICLE</u>
	
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	• Optional Check In
	   o What do you wish your professors knew?

Module 2
Week 5
Feb. 6 & 8
 	
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
	   o The Journalist's Toolbox has a tremendous list of sites for expert sources. Please review.
	• Do course readings (before class Tuesday)
	     ▪ Rich Chapter 6: Sources (19 pages)
	     ▪ Build trust with sources through clear expectations
	     ▪ Hello, I'm a journalist. Can We Talk? (1 page)
	     ▪ 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)
	    Print Readings:
	    ▪ Always Get the Name of the Dog Intro
	    ▪ 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.
	• Watch course videos (Before class Tuesday)
	   o Sources (7:41)
	   o Interviewing (12:09)
	   o Attribution (5:26)
	• Assessment (Before class Tuesday)
	   o News & AP Style Challenge No. 4
	Here's everything you need to do IN CLASS this week.
	• Practice and Application (Tuesday)
	   o Let's Learn Interviewing
	   o In-Class Activity: Let's Get Interviewing—No. 1!
	• Practice and Application (Thursday)
	   o 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*****

| Module 2
Week 6
(Feb. 13 & 15)

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 (Before class Tuesday)
    o Rush Chapter 7: Interviewing (22 pages)
    o Recording phone calls and conversations: Legal guide from the Citizen Media Law Project (3 pages)
    o Scribbling with Purpose: Taking notes that make sense (4 pages)
  • Recommended Readings in Always Get the Name of the Dog
    o Chapter 3: Getting it Down (34-43)
    o Chapter 4: Location Matters (44-56)
    o Chapter 5: Questions and Answer (57-75)
  • Watch course videos (Before class Tuesday)
    o Katie Couric on how to conduct a good interview (5:08)
    o 30 Tips on How to Interview Like a Journalist (10:37)
    o Interviews-Journalist's Toolbox (9:05)
    o Beyond the Front Page 2.0: The Art of the Interview (5:39--click link to view video)
Here's everything you need to do THIS WEEK before class.
  • Assessment (due BEFORE CLASS on Tuesday)
    o News & AP Style Challenge No. 5
Here's everything you need to do THIS WEEK in class.
  • Practice and Application (Tuesday)
    o Class Assignment: Pin the Tail on the Campus
  • Practice and Application (Thursday)
    o Meet with our Ohio State Communication friends:
      o Jeff Grabmeier, research
      o Dan Hedman, administration and planning, public safety, construction
      o Dave Isaacs, student life
      o Ben Johnson, administration
    o Covering meetings
  • Dialogue and Reflection
    o Discussion: Hunting for FEATURE Story Ideas |

Module 2
Week 7
Feb. 20 & 22
 	
Writing Fabulous Features
	Learning outcomes for this session
	• Continue to develop interviewing and researching skills to develop your feature.
	• Produce a feature article draft for evaluation.
	Course roadmap
	Here's everything you need to do and remember BEFORE the class.
	• [Do course readings (before class Tuesday)](#)
	   ▪ Chapters in "Writing Fabulous Features"
	      ▪ Getting Started (3 pages)
	      ▪ Finding ideas (8 pages)
	      ▪ Finding your Focus (4 pages)
	      ▪ Types of Features (12 pages)
	
	      Feature Article Examples:
	      ▪ [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 (before class Tuesday)](#)
	   o Features (10:43)
	   o How To Write Your Own Feature Article (2:24)
	   o The Art of the Profile with David Remnick of 'The New Yorker' (4:08)
	• Assessment (due before class Tuesday)
	   o [News & AP Style Challenge No. 6](#)
	Here's everything you need to do and remember DURING the class.
	• Practice and Application (Tuesday)
	   o Working on feature techniques
	• Practice and Application (Thursday)
	   o Feature pitches to editors
	   o [In-Class Activity: Writing the Nut](#)

Module 2 Week 8 Feb. 27 & 29 **Photography**	**Learning outcomes for this session** Today, our activities, content and assignments will help you to be able to do the following: • Discover secrets to shooting with your iPhone. • Learn how editing can improve every writer. Course roadmap *Here's everything you need to do and remember BEFORE the class.* • Do course readings (before class Tuesday) o Photos: Tips for journalists shooting photos: rookie mistakes, pros and cons | IJNet (3 pages) o Shooting Like a Photojournalist (4 pages) o Listen to this audio ▪ NPR ONE Listen Now: How to take better photos (3:13) • Watch course videos o Video: 10 Mobile Photography Hacks For Beginners (5:50) o Video: 7 Little-Known Tricks For Incredible iPhone Photography (10:13) *Here's everything you need to do and remember DURING the class.* • Practice and Application (Tuesday with Barb Perenic) o In-Class Activity: The Photo Walk • Assessment (due Thursday BEFORE class) o News & AP Style Challenge No. 7 • Practice and Application (Thursday) o In-Class Assignment: Developing a breaking news plan o In-class Activity: Let's Try Editing • Practice and Application (At Home--Due Thursday at 11:59 p.m.) o At-Home Assignment: Feature article draft --- ***Module Assessment (Sunday)*** ***MAJOR ASSIGNMENT No. 3: Covering a Meeting*** ---

Module 3 Week 9 March 5 & 7 **Breaking News**	**Learning outcomes for this session** Today, our activities, content and assignments will help you to be able to do the following: • Understand the relationship between police and media. • Demonstrate basic skills of interviewing and researching in breaking news scenarios. Course roadmap *Here's everything you need to do and remember BEFORE the class.* • [Do course readings (before class Tuesday)](#) o Learning from prize-winning journalism: how to cover a breaking news story (4 pages) o The Drill for Breaking News - Handbook of Journalism o Breaking news leads - Journalist's Resource o Incorporating mobile journalism into local newsrooms (2 pages) o How Successful Journalists Use Social Media (2 pages) • News article examples o Lantern journalists pepper-sprayed by police (1 page) o Columbus Mayor, Police Chief Address Protest Policing, Pepper-Spray of Lantern Journalists (2 pages) • [Watch course videos (before class Tuesday)](#) o Smartphone journalism: Photographs (5 minutes, 32 seconds) o Smartphone journalism: Video (6 minutes, 44 seconds) o Covering Breaking News (28:26) o Lantern journalists pepper-sprayed after identifying as members of the news media (:26) o Lantern TV: Ohio State stabbing (3:27) *Here's everything you need to do and remember DURING the class.* • Practice and Application (Tuesday) o Breaking News Simulation ▪ [In-Class Activity: Breaking news simulation](#) • Assessment (before class Thursday) o [News & AP Style Challenge No. 8](#) • Practice and Application (Thursday) o Midterm prep *** MODULE ASSESSMENT (Sunday)*** ***MAJOR ASSIGNMENT No. 2: Feature Article***

Module 3 Week 10 March 12 & 14	**SPRING BREAK**

| Module 4
Week 11
March 19 & 21
Midterm | **Learning outcomes for this session**
Today, our activities, content and assignments will help you to be able to do the following:
• 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.
Course roadmap
Here's everything you need to do and remember for our Wednesday class.
Instructions
• 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 and scheduling interviews.
• Conduct interviews and structure article.
• Write a draft of the article to submit by the start of class Friday.
Midterm Jeopardy (Tuesday)
    o Midterm Part 1: AP and News Jeopardy
Here's everything you need to do and remember for our Thursday class.
• 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.
• Embed your photo in the article.
• Submit to Carmen by 1:30 p.m.
Midterm Articles (Thursday)
    o DUE: MIDTERM ARTICLE DRAFT (due at 11:30 a.m.)
    o DUE: MIDTERM ARTICLE (due at 1:20 p.m.)

REWRITE OPPORTUNITY (Sunday at 11:59 p.m.)
Rewrite Opportunity: Feature Article |

Module 4 Week 12 March 26 & 28 **Seeing is Believing**	**Learning outcomes for this session** Today, our activities, content and assignments will help you to be able to do the following: - Understand how video augments and enhance reporting, and utilize those skills in your reporting. - Practice those skills in a real-world setting. Course roadmap *Here's everything you need to do and remember BEFORE class.* - Do course readings (before class Tuesday) ○ Rich chapter 12-Broadcast (26 pages) ○ BBC News - Tips on how to make a video news report ○ Five-Shot checklist (1 page) ○ How journalists can improve video stories with shot sequences - Poynter - Watch course videos (before class Tuesday) ○ Filming and Editing Video with Your iPhone and iPad | Editing with iMove on iPad (12:11) - Assessment (before class Tuesday) ○ News & AP Style Challenge No. 9 *Here's everything you need to do and remember DURING class.* - Practice and Application (Tuesday) ○ Learning Video and Final Project Intro - Practice and Application (Thursday) ○ In-Class Activity: The Video Walk ○ FINAL PROJECT brainstorming - Dialogue and Reflection ○ Discussion: Hunting for FINAL PROJECT ideas ***Revision Option*** ***Rewrite Opportunity: Meeting Article***

Module 4 Week 13 April 2 & 4 **The Ethics of Media**	**Learning outcomes for this session** Today, our activities, content and assignments will help you to be able to do the following: • Understand how to create an enterprise story and work toward a deeper journalistic topic. • How to research and report enterprise stories. Course roadmap *Here's everything you need to do and remember BEFORE the class.* Do course readings (before class Tuesday) • How To Write An Enterprise Story (3 pages) • Enterprise reporting goes beyond the obvious (2 pages) • How to produce long-form and enterprise stories (5 pages) • Generating enterprise ideas (4 pages) Enterprise Reporting Examples: o The Story of a Suicide o What Bullets Do to Bodies o 7 Days of Heroin o The Store That Called the Cops on George Floyd o Watch Digital Approach to Enterprise Stories Assessment (before class Tuesday) • News & AP Style Challenge No. 10 *Here's everything you need to do and remember DURING the class.* • Practice and Application (Tuesday) o Enterprising ideas: Story mapping o Work on final projects • Practice and Application (Thursday) o Work on final projects o In-Class Activity: Show Don't Tell

Module 4
Week 14
April 9 & 11
	Learning outcomes for this session
	This week, our activities, content and assignments will help you to be able to do the following:
	• Work toward the completion of your final project.
	• Get support on your final project, if needed.
	What to do: Read through this page for an overview of the class.
	Course roadmap
	Here's everything you need to do and remember DURING class.
	• Do course readings (before class Tuesday)
	    ▪ Rich Chapter15, Media Law
	    ▪ Rich Chapter16, Media Ethics
	• Practice and Application-Tuesday
	    o Rewriting ledes
	    o Work on final article draft
	• Practice and Application-Thursday
	    o Ethics scenarios in media
	    o Work on final article draft
	• Dialogue & Reflection
	    o Discussion: What have we learned?
	• Article Draft (due Sunday)
	    o Final Project: Article Draft

Module 4
Week 15
April 16 & 18
 	
Final Project Work
	Learning outcomes for this session
	Our activities, content and assignments will help you to be able to do the following:
	   • Work on the final project
	Course roadmap
	Here's everything you need to do and remember DURING the class.
	Practice and Application-Tuesday
	       o Workshopping final article
	       o Design final project
	Practice and Application-Thursday
	       o Finish and showcase Final Project
	       o Say goodbye. :(
	
	Major Assignment (due Thursday at 12:30 p.m.)
	MAJOR ASSIGNMENT No. 4: Final Major Project Spring '24
	
	   • Class Points Due
	       ▪ [Class Points: List Your Extra Credit Here!](#)

V. University and School Policies

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.

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 <u>prior</u> 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.

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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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 at titleix@osu.edu

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

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.
Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the

course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Food Insecurity

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.

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
The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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. If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu..

Comm 2221
Major Assignment Guide

This class is built in four modules, and at the end of each module you will showcase your writing development. Here is a guide to those assignments to help you stay on track.

Module 1: 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.

Draft deadline: Jan. 28, 11:59 p.m. and Feb. 1, 11:59 p.m.
Article deadline: Feb. 4, 11:59 p.m.
Revision deadline: Feb. 5, 11:59 p.m.

Module 2: 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.

Article deadline: March 3, 11:59 p.m.
Revision deadline: March 31, 11:59 p.m.

Module 3: 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 feature a "nut graph" and a body filled with descriptions and facts.

Draft deadline: Feb. 29, 11:59 p.m.
Article deadline: March 10, 11:59 p.m.
Revision deadline: March 24, 11:59 p.m.

Module 4: Final Major Project (200 points)

This 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 and layout in Adobe Express.

Draft deadline: April 14, 11:59 p.m.
Article deadline: April 18, 12:30 p.m.

Midterm (200 points)

Cumulative to the 11th 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).

Jeopardy game: March 19, 11:30 a.m.
Article Draft deadline: March 21, 11:30 a.m.
Article deadline: March 21, 1:20 p.m.

Other Points

Discussion Posts (100 points)
1st post: Thursday, 11:59 p.m.
Response: Sunday, 11:59 p.m.
Social Media (50 points)
First post: Jan. 21, 11:59 p.m.
Pin the Tail on the Campus (50 points)
Feb. 13, 2:30 p.m.
Breaking News Simulation
March 5, 1:30 p.m.
AP Style & News Quizzes (100 points)
Tuesdays (mostly) 11:30 a.m.