

The Lantern Practicum

COMM2223

M 2:15 - 4:05 pm (216 Journalism Bldg.)

T/Th 2:20 - 3:40pm (216 Journalism Bldg.)

Autumn 2025

Office: 100 Journalism Building

Lantern office phone: 614.264.5000

Lantern office hours: Monday 10am -1pm

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COURSE DESCRIPTION

Welcome to *The Lantern*!

You are now part of an Ohio State institution that got its start in 1881. That means this class will not be like any other you've had. Why? You are a reporter for *The Lantern*. In this class, your work gets published, and that's an exciting thing.

In many ways, this class will function like a real newsroom. That's because *The Lantern*, is a digital news organization that has an international audience. You will operate and contribute to that, so we have to work in this class in a way that works in the world.

You will produce Arts, Campus and Sports stories for *The Lantern*'s website, its social media channels and the newspaper it prints once weekly. You will develop your reporting and writing skills through the only real way it can be taught - by doing it. And you will further your multimedia, social media and video reporting skills.

You will have 11 published articles by the end of the semester. Many of you will have more.

You will build on the skills you acquired in COMM 2221 to cover the Ohio State campus, and the university district. You will interview real people, develop expertise within your beats, write stories, take photos and video and meet deadlines.

That means writing clear, concise, original and accurate articles, producing strong photos and multimedia pieces, and acting professionally and ethically as a journalist.

COURSE GOALS

By the time this class is over, you will know how to:

1. Report, write and produce various types of stories for *The Lantern*.
2. Understand the rigors and logistics of media work and the work required to produce quality journalism.
3. Use multimedia and produce content beyond words on a page.

READINGS

Online links provided through Canvas will take the place of a text book. These readings will reflect the discussion we'll have that day over developing your skills as a reporter.

All readings should be done prior to the assigned class period. You should note the difference between "Read" and "Resources" in Canvas. Resources are helpful, but they are not required reading.

To best prepare for this class and writing exercises, you should continually read the online versions of *The Lantern*, *Columbus Dispatch*, *The Washington Post*, *New York Times*, *USA Today*, *CNN*, and scan *Google News*. The *New York Times* and the Wall Street Journal are now free for students, by the way.

Refer, constantly, to the Associated Press and Lantern style books. This is important as these are the writing rules every working professional journalist must follow. AP represents the universal rules. The Lantern style governs situations specific to Ohio State, students, faculty and issues specific to this university.

GRADING

Final course grades will be calculated in the following way:

- **Writing exercises (100 points)**
- **Editor feedback on your work (50 points)**
- **Multimedia: video and photo work (100 points)**
- **Pitch meeting attendance (50 points)**
- **Reporter Notebooks (100 points)**
- **Social Media (50 points)**
- **11 articles (50 points each = 550 points)**

These points tallied together will give you your final grade of the following percentages (100-93=A; 92-90=A-; 89-88=B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-60=D; 59 - below=E).

Please Note: I am not able to negotiate grades, either during or after the semester. I do not round up. This means if you have a B+, you've earned it.

INSTRUCTOR METHODS

This course is focused on improving your writing and reporting skills. So, as much as possible, this course will be focused on those “hands on” experiences that are designed to help you realize those two goals.

There is no textbook, but there is material that I will expect each of you to read through before class. Classes will include lectures and discussions designed to reinforce those points. The Monday labs will feature guest talks from subject matter experts, hands-on sessions with equipment and weekly news meetings with Lantern editors.

I will send emails as reminders for upcoming class topics and deadlines. Please make sure you see and read these emails.

My goal is to improve your reporting, your writing, and to help you achieve your academic and career goals. I am committed to this because I believe this is an important and valuable skill to develop, regardless of your post college plans. I encourage you to email and tweet any and all questions that arise, to share information you discover outside our class content, and to meet with me during office hours or beyond.

Where office hours are concerned, I have them listed at the top of the syllabus, but in general, I am in the newsroom by 9 a.m, and, if I’m not in class, I’m typically there until at least 5 p.m. If the office door is open, just walk in.

CLASS TOOLS

You will be expected to access readings and course materials through links I’ve set up in Canvas. Please let me know if you’re having any issues accessing them and we’ll get those problems corrected.

WITHDRAWAL POLICY

Not all classes fit your schedule or your academic plan, and I understand that. Please know, however, that I very much wish to meet with you before you drop (especially the deeper we get into the semester) to see what we can do to work through any challenges together. If you do have questions about how to drop or the impact on your transcript or financial aid, please visit the Academic Advising website.

ASSIGNMENTS

Pitch meeting attendance (50 points)

We don't take attendance in the class, but we will for your weekly pitch meetings with editors. If you miss a lecture, I'll notice and expect to know why. Your work with editors in these weekly planning sessions are important, too. And so, attending these meetings is worth 5 percent of the final grade.

Writing Exercises (100 points)

We will have a writing exercise each week that will put your deadline writing skills to the test and improve them. Each writing exercise, 10 in all, will be based off actual press releases, statements – even social media posts - and you will be asked to produce the first three paragraphs of the story you would publish on the Lantern's website. The exercise simulates the real-life experience of writing under deadline.

Editor Feedback on your work (50 points)

The Lantern editors you work with will provide an evaluation of your performance (timeliness, willingness to rewrite, quality of story ideas, receptiveness to constructive comments, etc.) A part of this grade is also attendance at weekly editor meetings. At least five points of your editor grade will be deducted if you fail to attend at least one meeting with your editors as they go through your story.

Multimedia: Photo work (50 points)

Most stories are made more compelling by a photo, graphic or other image. For every article you create, you will need to shoot or submit at least one photo **OR** help coordinate photo or video assignments with your Lantern editor. This is an all or nothing grade – include these elements in every article you submit, and you will receive the points.

Reporter Notebooks: (100 points)

Across the semester, you'll submit four Reporter's Notebook assignments that document how you're developing story ideas, tracking sources, and reflecting on your reporting process. These are the behind-the-scenes logs of your journalistic journey.

Multimedia: Social Media (50 points)

In addition to your stories you will file two social media posts intended to boost interest in your reporting and writing. They will include:

Multimedia: Video work (50 points)

You will produce one video package for this class. There will be a hands on session to teach the basics of video capture and editing. And you will work closely with the Lantern video producers to get this done. This will be graded according to standards of completeness, which will be shared in a rubric in Carmen.

To make sure you get all multimedia points, include the photos along with your story in your Carmen assignments. For video points, please file a link to the posted videos within the Video 1 assignment in Carmen. If photos are taken of the event for you or provided with your sports story, note that you have done that, so that I can confirm it with your editor.

Articles (11 articles @ 50 points each = 550 points)

You are responsible for developing 11 story ideas/assignments into articles for *The Lantern*. Unlike COMM 2221, where your goal was submission for a grade, your goal now is publication, and that means each article must achieve one of three levels before it will be graded:

1. The article is good enough for publication (as per a Lantern editor) and gets published.
2. The article is good enough for publication (as per a Lantern editor) and does not get published.
3. A Lantern editor deems the article not worthy of publication.

This means that articles may go through numerous revisions before they are finished, or they may be good to go on your first try.

SPORTS JOURNALISM

Sports are a huge focus at Ohio State, and how we cover athletes and games are evolving. To that end, sports journalists in this class will work most Mondays each week with Professor Nicole Kraft. This is a new and major step for the Lantern and this class. Sports reporters can and will see dramatic changes to the way we report and write stories and work together to report the news. Outside of Monday classes, sports reporters will attend Tuesday and Thursday sessions with Professor Spencer Hunt.

DEADLINES – IMPORTANT!

Your lantern section editor will work with you to establish a deadline for each of your stories so that they will be ready for publication. So this is not like a class, in which a late submitted story earns a lower grade. Deadlines must be met.

The stories you write in this class for Campus and Arts and Life desks will be submitted directly to Professor Hunt. Sports stories will be submitted directly to Professor Kraft and we will work together on them before they go to your editors. This is important to make sure that you get solid feedback on your work, and that you have the best chance to make publication online and in print. That means our Discuss

Writing Exercise 1 earliest stories will not be time restricted, meaning they must be published right after an event or news occurred. As time and progress permits, we will advance to more time and deadline limited stories, as that is a major part of professional daily journalism.

Once that story meets requirements, it will be forwarded to your editors for any additional questions and then publication. Each of you will have 11 separate Carmen assignments in which to file your stories.

There are 16 weeks in this semester and you will need to write at least 11 stories, so while you can go a week without filing a story, that will mean you need to write two stories the next week, and so on. That's why it's important to report, write and file at least one story a week. Students that don't can quickly find themselves in a bind.

MIDTERM FILING DEADLINE

It's also important to file regularly, because that's the expectation news organizations have of any professional reporter. And so, barring illness or other unforeseen circumstances, you will complete 6 stories by week 8 of the semester. The specific deadline will appear in the class calendar portion of this syllabus. Any stories not completed by this deadline will be marked as incomplete and be recorded as zeroes for grading purposes. And that leads to the following:

Any story assignment that does not meet deadline set between you, me and your editors will receive **zero points**. You don't want to have this problem. This is why it's critical to stay in touch with your editors and let them know of any issues as soon as they pop up. Your editors might be able to extend a deadline in some cases or offer a reporting or sourcing suggestion that gets you back on track. Staying in touch and setting realistic deadlines with your editors will help you avoid issues that can hurt your grade.

Why zero points? Deadlines, be they the midterm cutoff or individual story deadlines, are critically important in the news business. When you agree to do a story, you agree to meet that deadline. When you take on a beat you are expected to become the subject matter expert within this area. Missing deadlines creates a hole in a paper or a website that your editors were counting on you to fill. So you need to manage your time, and give yourself as much of it as you need to report, write, self-edit and hand in your stories.

Submission Guidelines

All stories will be submitted to Carmen assignment as follows, or they won't get graded: *Name the file (this is called a "slug") with this information:*

1. *LAST NAME, FIRST NAME, ASSIGNMENT NAME, DATE*
2. Save the file as Word document.
3. Put the file in your FOLDER on CARMEN ASSIGNMENT

Include in the body of each article:

YOUR NAME

SUGGESTED HEADLINE

CONTACT LIST with phone numbers and/or email for your sources, so I can touch base during the semester.

Failure to include any of these items will result in a five point deduction (up to 15 points)

ARTICLES:

You will be working a “beat” at *The Lantern*, with the goal of developing expertise, relationships with sources and a deeper understanding of issues.

You are the master of your own story idea domain. *That means most of the ideas will be generated by you.* Some assignments will come from *Lantern* editors.

You must have *at least two* human sources, but, more importantly, you must have sources that have expertise to speak on your article topic. Many stories would benefit from having more than two sources, so keep this in mind as you are reporting and writing a story that would satisfy editors and readers.

Opinion/Reviews First-person reviews of concerts and events have a place in *The Lantern* but they do not in this class. I cannot grade you as a reporter if you are your only source. Similarly, concert reviews with two sources/audience members stuck at the end will not do well in this class. You can, however, preview a concert or event, with the expectation that the sources will be the event organizers and the performers or their representatives.

You get to write three of your 14 articles for a section other than the one you are assigned. (The pandemic may create situations that force us to relax or abandon this requirement.)

If you find a great story idea for someone else’s beat, do not be afraid to share. Collaboration is a key to newsroom success and will earn you extra credit.

We will seek a mix of news and feature stories, and I will guide you on which style to use with which articles.

As convenient as they may be, we do not use friends, roommates, relatives, etc., as sources for your stories, photographs, graphics etc. This is a conflict of interest.

Although you may not write about any activities, organizations, projects, companies, etc. in which you are involved in, you can share story ideas with fellow reporters.

You get to write a headline for all of your articles!

Please include contact info for the reporter(s) (including cell phone) in case editors have questions.

As much as we love to share information, we do not share your stories with other classes.

Stories done for credit/grade in this class cannot be used for credit in any other class.

We are a paperless class, so all stories will be submitted digitally. No handwritten or printed stories will be accepted.

EXTRA CREDIT

The total amount of extra credit available in this class is 25 points. It can be earned in these ways:

- Do extra stories (over and above the 14 required)=5 points for each story ☐
- Alert the newsroom to a breaking news story (1 point)
- Jump on a breaking news story (1 point)
- Share a tip that leads to another writer's story (1 point)

EDITORS IN CLASS

From time to time, students who work on staff as senior writers or editors will also be enrolled in Lantern Class. In these cases students will be expected to write 9 stories, and the grade for the remaining two will be calculated based on their performance as editors/ senior writers.

GRADING YOUR STORIES

Every assignment starts off with 100 percent, but avoidable challenges that will result in points being deducted include:

- Errors in fact: 5 points (out of 50)
- Misspelled names: 5 points (out of 50)
- Missing facts in lede or nut graph: 3-5 points
- Unclear writing in lede or nut graph: 3-5 points ☐
- Grammatical errors: 1 point
- Misspelled words: 1 point
- Punctuation and style errors: 1 point

HOW TO SUCCEED IN THIS CLASS:

College is intended to prepare you for the real world, and for many - especially in journalism - your undergraduate career is like a first job. You can and will make mistakes here, but the goal is to learn from them and not make them again.

I will treat you professionally, and need you to do the same. Behaviors that work in the "real world" and here include:

1. Coming on time and ready to work on the material for the day. Read the material on the links before you come to class. If you do not do that work and we have to "catch you up," you are impacting everyone else in class.
2. Staying in class: I know you have things to do, but we have committed to being in class together for our scheduled class time.
3. You are missed when you are absent: Missing class when we are doing an activity can and will cost you attendance and writing exercise points in the near term and knowledge in the long term.
4. Treating classmates/coworkers with respect: Everyone's ideas have merit, and allowing a civil discussion, even when we disagree, is a key to future success.
5. Dressing for success: I know this class is college, but you never know who might come to class who could help you with an internship or guide you

- academic or professional career. Please know I don't want to discuss appropriate class dress with you, but I will if need be.
6. Deadlines are deadlines: Assignments must be submitted by the editors' stated deadlines, and submitted shortly thereafter to the Carmen assignment for this class.
 7. I believe in using social media in class. I encourage you to use your devices, and require Twitter for attendance. Remember that, if I can see what you post, so can future employers. Please be responsible about how to present yourself to the world.
 8. Lying, cheating or stealing will get you fired: In this class, if you plagiarize or fabricate anything you will **fail the course**, and I will report you to academic misconduct. We have no wiggle room here.
 9. Ask questions when you don't understand something.
 10. Don't just spell check...PROOFREAD and SELF EDIT!
 11. Have fun. We get to find out a bunch of cool, interesting things and share them with other people who need to know them. What better job can there be?

SYLLABUS

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 in writing as soon as any syllabus change may arise.

LIBEL and PLAGIARISM

Any story that includes libelous material or material that is someone else's work but represented as your own will result in a zero for the assignment. Examples would be if you describe someone as a murderer in your story before he or she has been convicted, or if you misidentify a subject and implicate someone not guilty of a crime. Another example would be directly copying Ohio State's written accounts of sports games.

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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Open AI

Can you use OpenAI? 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 Open AI and other language models for certain aspects of this course. This policy outlines the guidelines and expectations for using Open AI.

Purpose of Using Open AI:

Open AI is designed to help in generating human-like text responses based on given prompts. In this course, you may use Open AI 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 Open AI in the following ways:

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

Responsible Use and Academic Integrity:

While Open AI 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 Open AI, you must always provide appropriate attribution if you incorporate any generated content into your assignments or projects.

Limitations of AI

Keep in mind that Open AI 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 Open AI or have any questions related to its implementation, please
ASK before you use and submit!

Disability Services

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

SAFE & HEALTHY

Keeping students healthy and preventing the spread of illness is important to The Ohio State University. 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 come to the newsroom during your regular hour(s) must contact Prof. Hunt *BEFORE* your newsroom time.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

MANAGING STRESS

College can be a stressful time, and I am always here to help you—in this class and beyond. If, however, you feel you need more support, I encourage you to reach out to the Student Advocacy Center at 292.1111. They will always work with professors on your behalf.

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.

SPECIAL ACCOMMODATIONS

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-----292-----3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

CLASS SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Lecture/Discussion</u>	<u>Activity</u>
Week 1 T 8/26	1-1 Welcome to the Lantern	Lecture/Discussion <ul style="list-style-type: none"> • Welcome to the newsroom • Introductions • Go through syllabus • Go through beats 	Meet your editors. Lantern ID photos taken.
Th 8/28	1-2 What makes a story a story?	Lecture/Discussion <ul style="list-style-type: none"> • Tools for reporting • Finding stories 	
Week 2 M 9/1	NO CLASS	LABOR DAY	NO CLASS
T 9/2	2-1 The Challenge of Newswriting	Lecture/Discussion Elements of a strong story First Five Graphs	Press IDs distributed
Th 9/4	2-2 Writing the Lede	Lecture/Discussion <ul style="list-style-type: none"> • Identifying the elements of a strong lede • Different types of ledes 	Writing exercise Practice – not graded
Week 3 M 9/8	3-1 Avoiding the Topic Lede	Lecture/Discussion Why ledes are tough, strategies to avoid the worst ones.	Practice WE feedback. Writing Exercise 1

T 9/9	3-2 Working with Video	Lecture/Discussion How to capture broadcast quality video, and meet the video requirement	
Th 9/11	3-3 Guest Lecture Presentation	Lecture/Discussion A historic murder investigation by Lantern journalists	
Week 4 M 9/15	4-1 Sources and You	Lecture/Discussion Developing sources and issues with getting people to speak with you.	
T 9/16	4 - 2 Working w / P I O s	Lecture/Discussion Panel discussion with Ohio State's top spokespeople.	
Th 9/18	4-3 Writing the Nut Graph/Anecdotal Lede	Lecture/Discussion Defining the nut graph. How to identify context and impact When anecdotal ledes work and don't work	Writing Exercise 1
Week 5 M 9/22	5-1 The Art of the Interview	Lecture/Discussion	
T 9/23	5-2 Photojournalism	Lecture/Discussion How to identify and take excellent photos for your stories	Discuss Writing Exercise 1
Th 9/25	5-3 Context is King	Lecture/Discussion Making sure everyone understands	Writing exercise 2
Week 6 M 9/29	6-1 Breaking News	Lecture/Discussion Online and Social Accuracy and Urgency	

T 9/30	6-2 Reporting Traps and How to Avoid Them.	Lecture/Discussion How to avoid common reporting pitfalls and meet deadline.	
Th 10/2	6-3 Enterprise/ Investigative reporting	Lecture/Discussion What does it take to report the big, investigative series?	Writing Exercise 3
Week 7 M 10/6	7-1 Translate the Technical	Lecture/Discussion Dealing with/translating technical language in your stories.	
T 10/7	7-2 Getting the best quotes	Lecture/Discussion What makes a quote strong and how to work with sources to get them.	
Th 10/9	7-3 Public Records/Online Records	Lecture/Discussion Your rights to documents and records.	Writing Exercise 4
Week 8 M 10/13	8-1 Working with Data and Math	Lecture/Discussion How Excel works as a reporting tool.	
T 10/14	8-2 Journalism Ethics	Lecture/Discussion Challenges to traditional journalism.	
Th 10/16	No Class	Fall Break	

Week 9 M 10/20	9-1 The Lantern, By the Numbers	Lecture/Discussion Taking a look at the first half of the semester through analytics.	
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T 10/21	9-2 Journalism and your mental health.	Lecture/Discussion How to cope with negative feedback/Media literacy	
Th 10/23	9-3 Digital Journalism Ethics	Lecture/Discussion How Digital adds new ethical concerns	Writing Exercise 5
Week 10 M 10/27	10-1 Newswriting Challenges	Lecture/Discussion Writing the Long Story	Discuss Writing Exercise 5
T 10/28	10-2 Ending stories	Lecture/Discussion As important as you begin, how to endstories	
Th 10/30	10-3 Editing: what to do	Lecture/Discussion Editing checklists and how to self- edit.	Writing Exercise 6
Week 11 M 11/3	11-1 The Developing Story	Lecture/Discussion Following the Story to its End	Discuss Writing Exercise 6
T 11/4	11-2 Editing complicated stories.	Lecture/Discussion Break down and reorganize an article	
Th 11/6	11-3 Social media in live reporting.	Lecture/Discussion Social media reporting tools	Writing Exercise 7

Week 12 M 11/10	12-1 Brand Identity for Journalists	Lecture/Discussion Your brand and why it's important	
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T 11/11	NO CLASS	VETERANS' DAY	NO CLASS
Th 11/13	12-2 Specialized reporting topics	Lecture/Discussion How to further focus your reporting/specialt	Writing Exercise 8
Week 13 M 11/17	13-1 Special Reporting Issues	Lecture/Discussion Race and gender Crime and police	
T 11/18	13-2 Media Management	Lecture/Discussion How business works/doesn't in the digital age	
Th 11/20	13-3 Your Future and the Lantern	Lecture/Discussion How the Lantern figures beyond this class	Writing Exercise 9
Week 14 M 11/24	14-1 Rethinking Journalism	Lecture/Discussion Changing expectations Changes in storytelling	Discuss Writing Exercise 9
T 11/25	14-2 Alternate Storytelling	Lecture/Discussion The multi-media form of storytelling	
Th 11/27	NO CLASS	THANKSGIVING!	NO CLASS

Week 15 M 12/1	15-1 Brand Journalism	Lecture/Discussion Stories as advertisements/Ads as stories	
T 12/2	15-2 Internship and Career Goals	Lecture/Discussion The value of internships	
Th 12/4	15-3 Wrapping Up		Writing exercise 10
Week 16 M 12/8	16-1 Lantern by the Numbers II	Lecture/Discussion Looking at the semester through analytics.	Discuss Writing exercise 10
T 12/9	16-2 Wrapping up	Lecture/Discussion Making this class better for the next one.	