

Welcome to

Comm 2221: Writing and Editing for Media

Tuesday/Thursday 11:30 a.m.-1:20 p.m.
281 Journalism Building
Slack Signup: https://go.osu.edu/kraftcommslack_sp26

Team Leaders

Professor

Dr. Nicole Kraft (please call me Nicole)

Email address: kraft.42@osu.edu

Phone: 614-407-6612

Office Hours:

Tuesday/Thursday 1:20-2:20 p.m. 281 Journalism

And by appointment

Teaching Assistant:

Xiyonne McCullough

Office Hours:

By appointment

I. Course overview

Welcome to Comm 2221! This course is a hands-on introduction to the fundamentals of reporting, writing, editing and ethical storytelling. Think of it as a working newsroom rather than a traditional writing class. As your professor, I want to be clear that this is a collaborative learning experience. Just as you are here to learn, I am continually learning and adapting alongside you in a field that is constantly evolving.

In Comm 2221, you'll develop many of the core skills required of reporters, including interviewing, writing, editing, multimedia storytelling, social media reporting, data analysis and basic investigative techniques. This course differs from most academic writing environments because you will be working with real people to tell real, accurate stories built on verified facts and sourced quotes.

Your work in this class will be produced for the Ohio State community and may include writing for print and digital platforms, as well as capturing sights and sounds for online, television or audio storytelling. You'll also use social media to research, report and share information when it serves the goals of our assignments. Students will work with Lantern editors to give their reporting the strongest possible chance of publication.

Journalism is a dynamic profession that rewards curiosity, adaptability and a willingness to listen. Each of you brings unique perspectives and experiences that will strengthen our conversations and our reporting. Your voice matters here. I encourage you to ask questions, test ideas and thoughtfully challenge assumptions.

Throughout the semester, we'll engage with real-world issues, explore diverse viewpoints and practice critical thinking. We'll learn from one another and grow not only as journalists, but as people committed to accuracy, fairness and accountability. I am committed to creating an inclusive classroom where everyone feels respected and supported.

Together, we'll navigate the complexities of journalism, and I'm excited to see the stories you'll tell and the skills you'll build along the way.

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 how AI can be used ethically in journalism.
- Understand and follow proper reporting ethics.

Skill Development

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

Welcome to our Kraft Comm Classes Community!

This class is more than a collection of individual assignments—it's a community of emerging journalists learning, growing and supporting one another. We are all here to improve, and that happens best when we share ideas, offer thoughtful feedback and celebrate each other's progress.

Everyone brings different strengths, experiences and perspectives, and we all benefit when those are shared openly and respectfully. You'll see this collaborative spirit throughout the semester—whether you're peer-editing drafts to strengthen structure and voice, helping a classmate brainstorm sources or navigate a challenging interview, or trading articles to proofread for grammar, AP style and clarity.

We'll workshop leads, troubleshoot story angles and support one another through the reporting process. Come ready to engage, listen, ask questions and lift each other up.

You'll also work collaboratively at various points during the semester—sometimes in pairs, sometimes in groups of three to five—to tackle reporting challenges, multimedia storytelling and active-learning activities. Journalism is rarely a solo endeavor, and these experiences are designed to help you build the skills and confidence to work effectively with others under real-world conditions.

Teams will rotate so you can learn from different perspectives and discover what you bring to a newsroom community. Every voice matters, and when we learn with and from one another, we all grow stronger.

Kindness, curiosity and collaboration will guide our work—and make us all better journalists along the way.

Mode of Delivery

This class is an in-person course, which means we will meet together in class two days per week. 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 or Monday before class**, do readings and watch videos.
2. Come to class **Tuesday** ready to put into play the ideas you learned in readings and videos, including in-class activities and assignments.
3. **Tuesdays** we will often learn topics and **Thursdays** we will put the learning to work with activities.
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 Carmen for free):

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

Required reading (Purchase online or paper book):

Press, A. (20124). Associated Press Stylebook 57th Edition: And briefing on media law. New York, N.Y.: BASIC Books.

ISBN: 978-1541605114. [Purchase at Amazon](#). 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

Some additional readings are listed after the week-by-week schedule and are 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.

How to Succeed in COMM 2221

- Show up** to class, to interviews, to events. Journalism is about being present.
- Ask questions** in class, to your sources, and when something confuses you.
- Use your resources** Slack, office hours, Carmen, and each other.
- Practice transparency** in your sourcing, your process, and your decision-making.
- Take risks** try the tough story, approach the hard interview, revise boldly.
- Learn from mistakes** they're part of the job. We improve through feedback.
- Be kind** to your classmates, your sources, and yourself. Journalism is a human job.

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>.

Turnitin:

- Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

Baseline technical skills necessary for courses

- Basic computer and web-browsing skills
- Navigating Carmen
- Engagement with generative AI where appropriate and allowed

Necessary equipment

- Computer and mobile device (phone or iPad with high-speed internet connection--we will provide tablet if you need it) .

Necessary software

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

Making Deadlines

All assignments are due either at the beginning or end of class on the date listed on the syllabus. Deadlines matter. In journalism, stories that miss deadline often don’t get published—and the same standard applies here. Late work will not be accepted or graded.

All assignments must be submitted through Carmen. This course, like journalism itself, depends heavily on regular access to a computer, required software and a reliable internet connection. Plan accordingly to ensure you can meet deadlines and fully participate in class activities.

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: 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	50/5%
Class Activities	200/ 20%
Assessments (10 @ 10 points each)	100/10%
Major Activity: Reporters Notebook	50/5%
MAJOR ASSIGNMENT No. 1: News Package	100/10%
MAJOR ASSIGNMENT No. 2: Photo-Feature Profile Project	100/10%
Midterm (AP Style Assessment and deadline article)	150/15%
MAJOR ASSIGNMENT No. 3: Eyes on Power Meeting Coverage with Video	100/10%
MAJOR ASSIGNMENT Final Major Project: The OSU Deep Dive	150/ 15%
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 Descriptions

Discussion Posts (50 points)

Short discussion posts are designed to get you thinking like a reporter. You'll respond to prompts about story ideas, ethics, or news judgment and engage with your classmates' ideas.

Class Activities (200 points)

These include quick, in-class challenges that help you build core journalism skills like interviewing, news judgment, and story spotting. These are graded on participation, effort and application—not perfection.

Assessments (10 @ 10 points each – lowest one dropped)

Weekly assessments will test your AP style knowledge, ethics, and current events. These short quizzes ensure you're staying sharp and applying what you've learned.

Reflection Activity: Reporter's Notebook Series (50 points)

Your Reporter's Notebook is a behind-the-scenes record of how you worked on each major story. It documents the real process of reporting—how you found your angle, how you accessed sources, and what you wrestled with ethically or logistically. Think of it as a field journal that you can show to future editors, collaborators or readers.

- **MAJOR ASSIGNMENT No. 1: News Package (100 points)**

You'll pitch, report, and write a 500–600 word news story focused on the OSU community. This assignment emphasizes strong ledes, clear structure, and accurate reporting with a photo and source list.

- **MAJOR ASSIGNMENT No. 2: Photo-Feature Profile Project (100 points)**

You'll write a personality-driven feature about someone connected to the campus or sports world, accompanied by original photos. This is your chance to bring a person's story to life with words and visuals.

- **Midterm: AP Style Assessment and Deadline Article (150 points)**

The midterm includes a two-part test: a short quiz on AP style and news knowledge, followed by a deadline reporting challenge where you'll write, edit, and revise a story in class under real-time pressure.

- **MAJOR ASSIGNMENT No. 3: Eyes on Power – Meeting Coverage with Video (100 points)**

In this assignment, you'll cover a live public meeting (such as the University Area Commission), write a 500-word article, shoot a short video clip, and reflect on your reporting process. It's all about accountability journalism in action.

- **Final Major Project: The OSU Deep Dive (150 points)**

For your final project, your team will produce a multi-story multimedia package around a big topic affecting the OSU community. Each student writes an individual article, and the team collaborates on visuals, design, and transparency.

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.**

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.

Buckeye Byline Awards

As we wrap up a semester, we will recognize the standout voices in our class. The Buckeye Byline Awards give you the opportunity to reflect on your peers' work and celebrate the moments that made our newsroom special. Your votes help honor excellence in reporting—from the sharpest quote to the most powerful multimedia. Participation is expected, and the awards will be announced during our final class meeting.

Step 1: [Submit Self-Nominations](#)

Deadline: April 12

Folders will be shared via Google Drive for you to submit entries in the following categories:

- **Best Lede** – Most compelling opening paragraph of the semester
- **Best Scoop** – Broke a newsworthy or exclusive story
- **Most Engaging Multimedia** – Best use of visuals or social media
- **Best Story** – The best overall story of the semester!

Instructions:

- Submit your own work for as many categories as you'd like.
- Clearly label each file with your name and the category.
- All submissions must be from work completed during this course.

Step 2: Vote for Your Classmates

Deadline April 16

Once all entries are posted:

- Visit the provided Google Form to cast your votes.
- In addition to the categories above, you'll vote on three class superlatives:
 - Most Improved Reporter – Grew the most in skill, voice, and confidence
 - Best Team Player – Was supportive, collaborative, and generous with time or feedback
 - MVB (Most Valuable Buckeye) – Delivered great work consistently and helped raise the bar for all of us

Voting Guidelines:

- Be thoughtful and specific—vote based on quality, not popularity
- You may only vote once
- You don't need to vote in every category, but consider contributing to as many as you can

Awards Ceremony

Winners will be announced during our final class session in a brief celebration of the incredible work you all produced this semester.

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 ChatGPT

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!

Experimentation and Feedback

This course encourages experimentation and learning through hands-on experiences. You are encouraged to explore the capabilities of Open AI, 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” to look ahead at activities, opportunities and goals coming in the next week. Reading your Gentle Reminder will be helpful!

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.

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.

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.

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 learning process is largely contingent on your presence and participation in class. Listen, take notes important to you 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 does not have notes to provide you. If you miss class, there is unfortunately no way to make up in-class work or extra credit opportunities.

Student participation requirements

We have a lot of material to learn in a short period of time. It is important that you attend all our class sessions. All 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. Your attendance is partly based on your activity and participation. The following is a summary of everyone's expected participation:

Readings and videos:

- There will be readings and lecture videos every week that should be viewed BEFORE class on Tuesday.
- **Weekly assignments**
 - We will have activities (participation) and/or assignments (for points) in most classes.
- **Kraft Comm Classes Open Office:** 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 "Ask the instructor" channel in Slack. Our class office is open T/R from 1:20-2:20 and by appointment.

Discussion and communication

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.

V. Class Schedule

Week 1

Practice and Application-Tuesday

Let's meet and review class expectations

In-Class Activity: Syllabus Press Conference Story

In-class Activity: iPad Ice-Breaker

Do course readings

Week 1: Rich Chapter 16: Media Ethics (10 pages)

Journalism and Journalistic Writing: Introduction (A resource for you!)

Watch course videos

What is journalism (1:28)

The Power of Simple Words (2:20)

Journalism with John Oliver (19:23)

Assessment

QUIZ: Syllabus and Course Policies

Practice and Application-Thursday

What is news?

Media Bias Chart

SPJ Code of Ethics

Class Activity: Man on the Street Challenge

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

Practice and Application (at home)

Skill Builder: Writing an email

Week 2

Do course readings

Rich Chapter 3-Basic News Writing (23 pages)

Objectivity isn't a magic wand (4 page)

The Eight Values That Will Make Your Content 'Newsworthy' (3 pages)

Ten Noteworthy Moments In U.S. Investigative Journalism

News Article Examples provided on Slack!

Watch course videos

News Value (6:59)

What is News? (8:44)

Just the Facts (9:01)

AP Style and Grammar Resources (to review NOW and throughout the semester)

Here's everything you need to do THIS WEEK.

Assessment (due IN class Tuesday)

Newsroom Gauntlet No. 1

Practice and Application (Tuesday)

News Value and inverted pyramid work

AP Style activities

In-Class Activity: Open AI for Story Ideas

Sign up for meeting coverage

Practice and Application (Thursday)

Let's Talk Ethics

In-Class Activity: Story Idea Bingo

Dialogue and reflections (post due Thursday, response due Sunday)

Discussion: Hunting for News Story Ideas

Skill Builder (at home)

Skill Builder: Writing an email

Week 3

Do course readings

Accessible_Chapter5_Curiosity and Story Ideas (17 pages)

Accessible_Chapter9_Story_Organization.docx (20 pages)

Accessible_Chapter 10_Story_Forms.docx (12 pages)

Watch course videos

Inverted Pyramid (4:00)

Story Structure (7:16)

Where are All the Story Ideas? (10:41)

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

Practice and Application (Tuesday)

Story Pitches with Editors

Outlining your news article

At-Home Activity: Build the Blocks of Your Article

Practice and Application (Thursday)

Newsroom Gauntlet No. 2

Work on inverted pyramid

Optional Check-In

What do you wish your professors knew?

Draft Due (Sunday at 11:59)

DRAFT: News Article

Week 4

Do course readings

Accessible_Chapter19_Beats.docx (17 pages)

Accessible_Chapter 20_Speeches_Conferences_Meetings.docx (12 pages)

Writing Fabulous Features (pages 59-99)

Watch course videos

Explore Careers: Beat Reporter (5:55)

Backgrounding (5:46)

Practice and Application (Tuesday)

Newsroom Gauntlet No. 3

Visit The Lantern

Meet with Journalists

Practice and Application (Thursday)

News Article Work

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

MAJOR ASSIGNMENT NO. 1 DUE: NEWS ARTICLE

Reflection Activity: Reporter's Notebook No. 1

Week 5

Do course readings

Accessible_Chapter 6_Sources_and_Online_Research.docx (16 pages)

Accessible_Chapter 7_Interviewing.docx (22 pages)

Writing Fabulous Features (pages 44-59)

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

Sources (9:37)

Interviewing (11:39)

Attribution (6:33)

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

Assessment: Newsroom Gauntlet No. 4

Practice and Application (Tuesday)

In-Class Activity: Interviewing Practice – Scripting and Skills

Practice and Application (Thursday)

In-Class Activity: Open AI for Interview Subjects and Questions

In-Class Activity: Interviewing Practice – Round 2

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

Rewrite Opportunity: News Article

Week 6

Do course readings

Recording phone calls and conversations: Legal guide from the Citizen Media Law Project (3 pages)

Scribbling with Purpose: Taking notes that make sense (4 pages)

Photos: Tips for journalists shooting photos: rookie mistakes, pros and cons | IJNet (3 pages)

NPR ONE Listen Now: How to take better photos (3:13)

Print Readings

Always Get the Name of the Dog

Chapter 3: Getting it Down (34-43)

Chapter 4: Location Matters (44-56)

Chapter 5: Questions and Answers (57-75)

Watch course videos

Katie Couric on how to conduct a good interview (5:08)

30 Tips on How to Interview Like a Journalist (10:37)

Interviews-Journalist's Toolbox (9:05)

Beyond the Front Page 2.0: The Art of the Interview (5:39)

Assessment: Newsroom Gauntlet No. 5

Here's everything you need to do THIS WEEK in class.

Practice and Application (Tuesday)

Introduce Feature Writing Ideas

Class Activity: Campus Curiosity Quest

Practice and Application (Thursday)

Visiting comm professionals' field trip

Comms Speed Round: Engaging with OSU's Strategic Communicators

Dialogue and Reflection

Discussion: Hunting for FEATURE Story Ideas

Week 7

Do course readings

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)
Butch Reynolds Seeks Redemption With 'False Positive' Documentary (2 pages)
Ganassi Racing paving way for more women to work in auto racing (1 page)

Watch course videos

Features (10:42)
Writing Feature Articles (2:24)

The Art of the Profile with David Remnick of 'The New Yorker' (4:08)

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

Assessment (in-class Tuesday): Newsroom Gauntlet No. 6

Practice and Application (Tuesday)

Working on feature techniques

Practice and Application (Thursday)

Feature Story Pitches with Editors

In-Class Activity: Writing the Nut

Week 8

Do course readings

Tips for journalists shooting photos: rookie mistakes, pros and cons | IJNet
Shooting Like a Photojournalist [Part 2]

Watch course videos

Video: 10 Mobile Photography Hacks For Beginners (5:50)
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)

Newsroom Gauntlet No. 7

In-Class Activity: 5 Frames of Campus Life

Work on Feature drafts

PRACTICE & APPLICATION (Thursday)

Final project introduction

DRAFT: Feature article

Optional Activity: Open AI for Article Feedback

Week 9

Do course readings

Learning from prize-winning journalism: how to cover a breaking news story (4 pages)

From our friends at NBCU Academy:

How to Film News Videos Using Your Phone

News article examples

Lantern journalists pepper-sprayed by police (1 page)
Columbus Mayor, Police Chief Address Protest Policing, Pepper-Spray of Lantern Journalists (2 pages)

Watch course videos

Smartphone journalism: Photographs (5 minutes, 32 seconds)

Smartphone journalism: Video (6 minutes, 44 seconds)

Lantern TV: Ohio State stabbing (3:27)

Covering Breaking News (28:26)

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

Practice and Application (Tuesday)

Midterm and breaking news prep

Class Activity: Story Sprint Day

Practice and Application (Thursday)

In-Class Activity: Breaking news simulation

MODULE ASSESSMENT

MAJOR ACTIVITY No. 2: Photo-Feature Profile Project

Reflection Activity: Reporter's Notebook No. 2

Week 10

Spring Break

Week 11

Assessment (Tuesday)

Midterm Jeopardy

Here's everything you need to do and remember for our Thursday class.

Midterm Article

MODULE ASSESSMENT

MAJOR ACTIVITY No. 3: Eyes on Power Meeting Coverage with Video

Reflection Activity: Reporter's Notebook No. 3

Week 12

Do course readings

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

Filming and Editing Video with Your iPhone and iPad | Editing with iMove on iPad

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

Assessment: Newsroom Gauntlet No. 8

Practice and Application (Tuesday)

Understanding video reporting

In-Class Activity: The Video Walk

Practice and Application (Thursday)

Final project investigations

REWRITE OPPORTUNITY (Sunday at 11:59 p.m.)

Rewrite Opportunity: Feature Article

Week 13

Do course readings

How To Write An Enterprise Story (3 pages)

How to produce long-form and enterprise stories (5 pages)

Enterprise Reporting Examples:

The Story of a Suicide

7 Days of Heroin

The Store That Called the Cops on George Floyd

Assessment: Newsroom Gauntlet No. 9

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

Practice and Application (Tuesday)

Class Activity: Investigative Pitch Shark Tank

Practice and Application (Thursday)

Organizing final projects

Class Activity: Crisis Reporting Simulation--'Surviving Ohio State' Documentary Coverage

Week 14

Do course readings

Accessible_Chapter15_Media_Law.docx

Can I say that? A legal primer for journalists - Columbia Journalism Review (3 pages)

Watch course videos

Ethics 101: The 5 Core Values of Journalism (2:54)

Understanding Ethics (14:03)

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

Assessment: Newsroom Gauntlet No. 10

Practice and Application-Tuesday

Final Project Work and Anecdotal Reporting

In-Class Activity: Ethical Scenarios

Practice and Application-Thursday

Work on Final Project and Adobe Express

DRAFT: Final Project Article (Please submit as link to EDITABLE Google Doc)

End-of-Semester: Cast Your Votes for the Buckeye Byline Awards

DIALOGUE & REFLECTION

Discussion: What have we learned?

Week 15

Practice and Application-Tuesday

Workshopping final project articles

End-of-Semester: Cast Your Votes for the Golden Byline Awards

Practice and Application-Thursday

MAJOR ACTIVITY Final Major Project: The OSU Deep Dive

Class Points: List Your Extra Credit Here!

Buckeye Byline Awards!

VI. Week-By-Week Readings

Week 1

Week 1: Rich Chapter 16: Media Ethics (10 pages)
Journalism and Journalistic Writing: Introduction (A resource for you!)

Week 2

Rich Chapter 3-Basic News Writing (23 pages)
Objectivity isn't a magic wand (4 page)
The Eight Values That Will Make Your Content 'Newsworthy' (3 pages)
Ten Noteworthy Moments In U.S. Investigative Journalism
News Article Examples provided on Slack!

Week 3

Accessible_Chapter5_Curiosity and Story Ideas (17 pages)
Accessible_Chapter9_Story_Organization.docx (20 pages)
Accessible_Chapter 10_Story_Forms.docx (12 pages)

Week 4

Accessible_Chapter19_Beats.docx (17 pages)
Accessible_Chapter 20_Speeches_Conferences_Meetings.docx (12 pages)
Writing Fabulous Features (pages 59-99)

Week 5

Accessible_Chapter 6_Sources_and_Online_Research.docx (16 pages)
Accessible_Chapter 7_Interviewing.docx (22 pages)
Writing Fabulous Features (pages 44-59)

Week 6

Recording phone calls and conversations: Legal guide from the Citizen Media Law Project (3 pages)
Scribbling with Purpose: Taking notes that make sense (4 pages)
Photos: Tips for journalists shooting photos: rookie mistakes, pros and cons | IJNet (3 pages)
NPR ONE Listen Now: How to take better photos (3:13)

Print Readings

Always Get the Name of the Dog
Chapter 3: Getting it Down (34-43)
Chapter 4: Location Matters (44-56)
Chapter 5: Questions and Answers (57-75)

Week 7

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)

Butch Reynolds Seeks Redemption With ‘False Positive’ Documentary (2 pages)
Ganassi Racing paving way for more women to work in auto racing (1 page)

Week 8

Tips for journalists shooting photos: rookie mistakes, pros and cons | IJNet
Shooting Like a Photojournalist [Part 2]

Week 9

Learning from prize-winning journalism: how to cover a breaking news story (4 pages)
The Drill for Breaking News - Handbook of Journalism
Breaking news leads - Journalist's Resource
From our friends at NBCU Academy:
How to Film News Videos Using Your Phone
News Article Examples:
Lantern journalists pepper-sprayed by police (1 page)
Columbus Mayor, Police Chief Address Protest Policing, Pepper-Spray of Lantern Journalists (2 pages)

Week 12

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

Week 13

How To Write an Enterprise Story (3 pages)
How to produce long-form and enterprise stories (5 pages)
Generating enterprise ideas (4 pages)

Week 14

Accessible_Chapter15_Media_Law.docx
Can I say that? A legal primer for journalists - Columbia Journalism Review (3 pages)

University and Departmental Policies	
Academic Misconduct and AI	<p>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 assignments and 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/</p> <p>There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.</p> <p>All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.</p> <p>To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.</p>
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.

	<p>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.</p> <p>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.</p>
Campus closure	<p>Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's Weather or Other Short-Term Closing Policy. Please visit this webpage to learn more about preparing for potential closings and planning ahead for winter weather.</p>
Copyright Disclaimer	<p>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.</p>
Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct	<p>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</p>

	<p>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.</p> <p>To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:</p> <p>Online reporting form at civlrights.osu.edu Call 614-247-5838 or TTY 614-688-8605, Or Email civilrights@osu.edu</p> <p>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 Civil Rights Compliance Office to ensure the university can take appropriate action:</p> <p>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.</p> <p>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:</p> <ol style="list-style-type: none"> 1. Any human resource professional (HRP). 2. Anyone who supervises faculty, staff, students, or volunteers. 3. Chair/director; and 4. Faculty member.
<h3>Discussion and communication guidelines</h3>	<p>The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.</p> <p>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 works very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your class communications.</p>
<h3>Food Insecurity</h3>	<p>Food Security (https://www.buckeyefoodalliance.org/, 614-688-2508). The Ohio State University is committed to</p>

	<p>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 in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.</p>
<p>Grievances and Solving Problems</p>	<p>A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.</p> <p>According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.</p>
<p>Instructor illness or absence</p>	<p>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.</p>
<p>Intellectual Diversity</p>	<p>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.</p>

Managing Stress	<p>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.</p>
Mental Health Statement	<p>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.</p>
Religious accommodations	<p>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.</p> <p>With sufficient notice, instructors will provide students with reasonable alternative accommodations regarding 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.</p> <p>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</p>

	<p>not be penalized for an absence approved under this policy.</p> <p>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.</p>
Student Academic Services	<p>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</p>
Student Health	<p>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 <i>BEFORE class</i> to receive class any materials and turn in assignments via Carmen. If you do not notify me, your assignment will not be accepted.</p>
Student Services	<p>The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: http://ssc.osu.edu</p>
Title IX	<p>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</p>
Writing Resources	<ul style="list-style-type: none"> • 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.