SYLLABUS: COMM 2221 (Hybrid)
Writing and Editing for Media
Autumn 2020:
Wednesday (in person): 9:10-11 a.m., 352 Drinko Hall
Friday (online): 9:10-11 a.m. (on Zoom)

Instructor

Instructor: Dr. Nicole Kraft
Email address: kraft.42@osu.edu
Phone number: 614-407-6612
Zoom Office Hours:
Monday 10 a.m.-noon
Wednesday 8-10 p.m.
[Make an appointment](#)
Join us on Zoom:

Teaching Assistants:
Max Garrison
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Zoom Office Hours:
By appointment

Course overview

Comm 2221, Ohio State's class introducing students to journalism , will kick off Aug. 26 for the Autumn 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 the practice of journalism and apply the practice.
- Understand the skills of journalism.
- Understand the evolution of journalistic careers and what opportunities exist.
- Create different types of news articles in different media.
- Develop skills that relate to journalism jobs, from writing to broadcasting.
- Understand and follow proper reporting ethics.

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

Mode of Delivery

This hybrid course will be presented 50% in-person and 50% online. After Nov. 28, the University has mandated that all classes and exams will move online. Please see the course schedule for how to attend class that week.
- **The in-person classes will take place every Wednesday in 352 Drinko Hall.**
- **The live synchronous distance learning classes will take place every Friday on Zoom: How this course works**

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

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

This class follows what is known as the "flipped, active learning model". That means students develop a knowledge foundation through readings and videos before class. Class time (in-person and via Zoom) 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 that home pre-work, and then we build the structure of learning together, allowing us to see and correct weaknesses in the foundation and the structure. That means you must do the readings and watch videos BEFORE you join us for our class sessions. Here is a good schedule to follow:
1. Monday and Tuesday, do readings and watch videos.
2. Take assessment BEFORE class on Wednesday.
3. Come to class Wednesday ready to put into play the ideas you learned in readings and videos, including in-class activities and assignments.
4. First discussion post is due Thursday at 9 p.m.
5. Any additional assignments are due Sunday at 9 p.m.
6. Start the next week's materials on Monday.

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

All students are expected to follow Ohio State's Safe and Healthy Campus Expectations

Course materials

Required readings:

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

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

Suggested reading

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

The majority of your readings will be done through a program called Perusall. Links to all readings are found in your daily class module on Carmen. Once you click on the link, it will take you to Perusall where readings are listed by date. Please see Carmen for a complete explanation of Perusall, which will be demonstrated in class.

Additional readings will be available in your main Carmen module for the day, and will involve helpful tools and news articles you will need to read to be prepared for our course work.

Your only textbook to buy is the AP Stylebook as a print or digital version. The digital version is much more versatile and there is an accompanying app. You will use it for the rest of your journalism program-- and into your career in PR or journalism.

All additional readings are provided FREE in Carmen.

Additional readings (provided through Carmen)

Week 1
• Inside Reporting Chapter 1: The Story of Journalism (9 pages)
• 4 types of journalists: How they tick and what we can learn from them | Poynter (5 pages) (Links to an external site.)
• Why Journalism Might Actually Be the Class of the Future (14 pages including videos--not on Perusall so videos will work)
• 12 back-to-school writing tips to practice while you social distance (6 pages)
Week 2
• Rich Chapter 3-Basic News Writing (23 pages)
• Objectivity isn't a magic wand (4 page)
• What Are the Seven News Values? (1 page)
• Good Stories Prove Their Relevance to the Audience (1 page)
Week 3
• 12 tips for finding story ideas (1 page) (Links to an external site.)
• 3 simple ways to find story ideas (NPR training, 2 pages)
• 15 Content Ideas for a College Newspaper (1 page)
Week 4
• Beat Reporting (15 pages, includes lists of links)

Week 5
• Recording phone calls and conversations: Legal guide from the Citizen Media Law Project (Links to an external site.)(3 pages)
• Scribbling with Purpose: Taking notes that make sense (Links to an external site.)(4 pages)
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)
Week 7
Chapters in "Writing Fabulous Features"
• Getting Started (Links to an external site.)(3 pages)
• Finding ideas (Links to an external site.)(8 pages)
• Finding your Focus (4 pages)
• Types of Features (12 pages)
Week 8
• Election Legal Guide | 2020 (10 pages)
• Staring Contest: How election reporters see us, and how we view them (10 pages)
• The media is covering this election all wrong (9 pages)
Week 9
• Learning from prize-winning journalism: how to cover a breaking news story (4 pages)
• What to do if you're pepper-sprayed (2 pages)
• Incorporating mobile journalism into local newsrooms (2 pages)
• How Successful Journalists Use Social Media (2 pages)
• Tips for journalists shooting photos: rookie mistakes, pros and cons (2 pages)
Week 11
• Students face restricted access to open records and meetings due to COVID-19 (4 pages)
• What I Learned From Making Dozens of Public Records Requests for Police Data (3 pages)
• Ohio AG Dave Yost provides 'guidance' on live-streaming meetings during coronavirus pandemic
Week 12
• Recording Audio in the Public Radio Style (3 pages)
• Writing a Radio Script (3 pages)
• Voicing a Radio Story (2 pages)
• Want to Start a Podcast? Read This First (Links to an external site.)(3 pages)
Week 13
• Can I say that? A legal primer for journalists - Columbia Journalism Review (3 pages)
• Huge MIT Study of 'Fake News': Falsehoods Win on Twitter - The Atlantic (5 pages)
• Study of 'Fake News': Falsehoods Win on Twitter - The Atlantic (10 pages)
• Fear of screwing up - Columbia Journalism Review (5 pages)

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Carmen:**
  - o 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.
  - o Help guides on the use of Carmen can be found at https://resourcecenter.odee.osu.edu/carmen
  - o 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**
  - o This online message and work space will be utilized for all class communication and some sharing of files.
  - o Help guides can be found here: https://get.slack.help/hc/en-us/categories/202622877-Slack-Guides
  - o Here is a link to Slack's privacy policy, which explains how Slack collects, uses and discloses information, and what choices you have with respect to the information: https://slack.com/privacy-policy,

- **Zoom**
  - o The webinar tool Zoom will be used to host class and office hours. You can log in through a link provided weekly in Carmen.
  - o Help guides on the use of Zoom can be found at https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started

- **Perusall Readings**
  - o Perusall helps you master readings faster, understand the material better, and get more out of your classes. To achieve this goal, you will be collaboratively annotating the textbook with others in your class. The help you'll get and provide your classmates (even if you don't know anyone personally) will get you past confusions quickly, and will make the process more fun.

  - o While you read, you'll receive rapid answers to your questions, help others resolve their questions (which also helps you learn), and advise the instructor how to make class time most productive. You can start a new annotation thread in Perusall by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread.

  - o Each thread is like a chat with one or more members of your class. Your goals in annotating each reading assignment are to stimulate discussion by posting good questions or comments and to help others by answering their questions.

  - o Research shows that by annotating thoughtfully, you'll learn more and get better grades; so here's what "annotating thoughtfully" means: Effective annotations deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions. To this end your annotations are evaluated on the basis of quality, timeliness, quantity, and distribution.

- **Turnitin:**
  - 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 [Committee on Academic Misconduct (COAM)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

Baseline technical skills necessary for courses
- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment
- iPad with high-speed internet connection.

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

Making Deadlines

All assignments are due either at the beginning or end of class on the date listed on the syllabus. In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded. Assignments will be submitted to Canvas. This course, like journalism as a whole, relies heavily on access to computers, specific software, and the Internet.

Computer: Friend or Foe?

At some point during the semester you will likely have a problem with technology. Your laptop will crash; your iPad battery will die; a recording you make will disappear; you will accidentally delete a file; the wireless will go down at a crucial time.

These, however, are inevitabilities of life, not emergencies. Technology problems are not excuses for unfinished or late work. Bad things may happen, but you can protect yourself by doing the following:

- Plan ahead: A deadline is the last minute to turn in material. You can start--and finish--early, particularly if challenging resources are required, or you know it will be time consuming to finish this project.
- Save work early and often: Think how much work you do in 10 minutes. I auto save every 2 minutes.
- Make regular backups of files in a different location: Between Box, Google Drive, Dropbox and iCloud, you have ample places to store and back up your materials. Use them.

Grading and faculty response
Grades

Assignment or category	Points and Percent
Discussion Posts	60/6%
At-Home Assignments	90/9%
News, Readings and AP Style Assessments (12)	150/15%
In-Class Assignments (6)	100/ 10%
News Story	100/10%

Feature Story	100/10%
Midterm	200/20%
Team Journalism Project	200/ 20%
Total	**1000 /100%**

See course schedule, below, for due dates
These points tallied together will give you your final grade of the following (100-93=A; 92-90=A-; 89-88 B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-60=D; 59 and below=E). I am not able to negotiate grades, either during or after the semester.
Assignment submissions
In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded. Assignments will be submitted to Canvas. (I'll make sure you know how!)

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

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

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

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

Assignment Guide

Discussion Posts (60 points)

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

▼ Discussions (60 points)

Discussion No. 1: Let's meet the journalist in you!
Module 1, Week 1 (Aug. 26 & 28): Welcome to Journalism Module |
Available until Aug 30 at 9:00pm | **Due** Aug 27 at 9pm | 10 pts

Discussion No. 2: Hunting for NEWS Story Ideas
Module 1, Week 2 (Sept. 2 & 4): AP Style and News Value Module |
Available until Sep 6 at 9:00pm | **Due** Sep 3 at 9pm | 10 pts

Discussion No. 3: Hunting for FEATURE Story Ideas
Module 2, Week 6 (Sept. 30 & Oct. 2): Talking to People Module |
Available until Oct 4 at 9:00pm | **Due** Oct 1 at 9pm | 10 pts

Discussion No. 4: The Election is Over--Now What?
Module 3, Week 11 (Nov. 4-6): The right to know Module |
Available until Nov 8 at 9:00pm | **Due** Nov 5 at 9pm | 10 pts

Discussion No. 5: Hunting for FINAL PROJECT ideas
Module 4, Week 12 (Nov. 13): Reporting for the Ear (No class Nov. 11) Module |
Available until Nov 15 at 9:00pm | **Due** Nov 12 at 9pm | 10 pts

Discussion No. 6: What have we learned?
Module 4, Week 15 (Dec. 2-4): The End is Here Module |
Available until Dec 3 at 9:00pm | **Due** Dec 3 at 9pm | 10 pts

At Home Assignments (90 points)

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

▼ At-home Assignments (90) points)

Semester-Long Assignment: Twitter & Social Media
Module 1, Week 1 (Aug. 26 & 28): Welcome to Journalism Module |
Due Sep 2 at 9am | 50 pts

At-Home Assignment No 1: The Photo Walk
Module 1, Week 4 (Sept. 16 & 18): Beat Reporting Module |
Not available until Sep 16 at 9:00am | **Due** Sep 16 at 9pm | 10 pts

At-Home Assignment 2: Election Live Tweeting
Multiple Modules | **Due** Nov 3 at 11:59pm | 20 pts

At-Home Assignment 3: Recording Your Own Audio
Module 4, Week 12 (Nov. 13): Reporting for the Ear (No class Nov. 11) Module |
Not available until Nov 13 at 9:00am | **Due** Nov 13 at 11am | 10 pts

Assessments

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

▾ Assessments (150 points)

Assessment: Perusall Readings
Module 4, Week 15 (Dec. 2-4): The End is Here Module | **Available until** Dec 4 at 11:00am | **Due** Dec 4 at 11am | 50 pts

At home Assessment: Syllabus and Course Policies
Not available until Aug 26 at 9:10am | **Due** Aug 28 at 9:10am | 10 pts

In-Class: News & AP Style Challenge No. 1
Module 1, Week 2 (Sept. 2 & 4): AP Style and News Value Module | **Due** Sep 2 at 9am | 10 pts

News & AP Style Challenge No. 2
Module 1, Week 3 (Sept. 9 & 11): Writing the Story Idea Module | **Due** Sep 4, 2019 at 10:30am | 10 pts

News & Ap Style Challenge No. 3
Module 1, Week 4 (Sept. 16 & 18): Beat Reporting Module | **Not available until** Sep 16 at 9:10am | **Due** Sep 16 at 9:10am | 10 pts

News & AP Style Challenge No. 4
Module 2, Week 5 (Sept. 23-25): The Source Relationship Module | **Not available until** Sep 23 at 9:10am | **Due** Sep 23 at 9:10am | 10 pts

News & AP Style Challenge No. 5
Module 2, Week 6 (Sept. 30 & Oct. 2): Talking to People Module | **Due** Sep 27, 2019 at 11am | 10 pts

News & AP Style Challenge No. 6
Module 2 Week 7 (Oct. 7 & 9): Writing Fabulous Features Module | **Due** Oct 4, 2019 at 11am | 10 pts

News & AP Style Challenge No. 7
Module 2, Week 8 (Oct. 14 & 16): Covering Elections Module | **Due** Oct 18, 2019 at 11am | 10 pts

News & AP Style Challenge No. 8
Module 3, Week 9 (Oct 21-23): Breaking News Module | **Due** Oct 30, 2019 at 11am | 10 pts

News & AP Style Challenge No. 9
Module 3, Week 11 (Nov. 4-6): The right to know Module | **Closed** | **Due** Nov 15, 2019 at 11am | 10 pts

News & AP Style Challenge No. 10
Module 4, Week 12 (Nov. 13): Reporting for the Ear (No class Nov. 11) Module | **Due** Nov 20, 2019 at 11am | 10 pts

In-Class Activities

Six times this semester you will have activities intended to build your skills and develop a greater level of familiarity an engagement with feature writing techniques. These will be completed in class and will involve group work and individual activities, as well as working with communication professionals to build skills. These activities will include practicing skills we learn through our class materials and lectures, including interviews, creating game notes, event coverage, desktop design and publishing, photography and video.

▾ In-Class Assignments (100 points)

In-Class Assignment No. 1: In-the-world interviewing
Module 1, Week 1 (Aug. 26 & 28): Welcome to Journalism Module | **Not available until** Aug 28 at 9:10am | **Due** Aug 28 at 11:30am | 10 pts

In-Class Assignment No. 2: Let's Get Interviewing!
Module 2, Week 5 (Sept. 23-25): The Source Relationship Module | **Not available until** Sep 23 at 9:00am | **Due** Sep 23 at 11am | 10 pts

In-Class Assignment No. 3: Pin the Tail on the Campus
Module 2, Week 6 (Sept. 30 & Oct. 2): Talking to People Module | **Available until** Sep 30 at 9:00pm | **Due** Sep 30 at 11am | 50 pts

In-Class Assignment No. 4: Find election stories for your area
Module 2, Week 8 (Oct. 14 & 16): Covering Elections Module | **Not available until** Oct 16 at 9:00am | **Due** Oct 18 at 9pm | 10 pts

In-Class Assignment No. 5: Developing a breaking news plan
Module 3, Week 9 (Oct 21-23): Breaking News Module | **Due** Oct 21 at 11am | 10 pts

In-Class Assignment No. 6: Protest simulation
Module 3, Week 9 (Oct 21-23): Breaking News Module | **Not available until** Oct 21 at 9:00am | **Due** Oct 21 at 11:30am | 10 pts

Midterm (150 points)

Cumulative to the 10th week, this will be made 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 (100).

Major Assignments
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.

Final: The Story of Our COVID semester (200 points)
Your final project will actually start at the beginning of the semester as you identify a member of the Ohio State community to tell their story of being on campus amid the COVID experience during the course of Autumn 2020. Each student will be in touch with their source at several points, and conduct interviews and reporting in various forms, including writing, audio, video and photo. Assignments throughout the semester will allow student journalists to gauges thoughts and feelings about how classes are going, emotional and physical changes, challenges and opportunities. The

▸ **Major Assignments (400 points)** ＋ ⋮

	MAJOR ASSIGNMENT No. 1: News Article	
	Multiple Modules	Available until Sep 18 at 9:10am	Due Sep 18 at 9:10am	100 pts	✓

MAJOR ASSIGNMENT No. 2: Feature Article
Multiple Modules | Available until Oct 16 at 9:10am | Due Oct 16 at 9:10am | 100 pts ✓

Final Major Project: Team Journalism Project
Multiple Modules | Available until Dec 4 at 11:30am | Due Dec 4 at 11am | 200 pts ⊘

final project will be a narrative collection with the goal of being published as a part of The Lantern's project that includes a profile of the subject and their semester experience, including a written piece, audio and video projects, and photography designed on an Adobe Spark page.	

All assignments are explained fully inside the weekly Carmen modules.

Additional information

Extra Credit

Everyone will have the opportunity throughout the semester to attend virtual events and meetings for Scarlet and Grey Sports Radio, Society of Professional Journalists and the Sports and Society Inititative 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 Friday of classes.

Syllabus

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

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

Resources

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

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

Attendance and Make-Up Policy

Only students enrolled in this section are permitted to attend class. Attendance (both physical and mental) is key to your success in this class. Your grade is largely contingent on your presence and participation in class. Listen, take notes, and ask questions. Much of the material presented in lecture is not found in your readings. If you miss class for whatever reason, it is

your responsibility to obtain notes from a classmate; the instructor will not provide notes in any circumstance. If you miss class, you will not be able to make up any in-class work or extra credit opportunities.

Zoom Etiquette

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

- **Naming rights**
  Please start by making your name be the one you wish me to call you and add prounouns if you prefer. Also, please message me pronunciation if you think I might get it wrong. ☺
- **Get out of bed**
  Please sit up to engage with us in class, as opposed to lying in bed. It will help you feel more engaged. If possible, have a set desk-top style space where you can "go to class", even remotely.
- **Clothing is NOT optional.**
  Make sure that you are presenting yourself in the best possible light at least from the waist up.
- **Be aware of your surroundings.**
  Your professor and classmates can also see BEHIND you. Make sure that there is nothing in the background you do not want us to see. You can employ a [Virtual Background](#) to hide what you don't want seen.
  Also be mindful of background lighting. If you are sitting in front of a window, you may be completely darkened by the light coming through the window. Your overhead light also might need to be turned off or dimmed as well.
- **We love to see you**
  Please try to keep your camera on if your wifi will allow. It makes for a far more engaging class experience, and we love to see you. Also, consider muting your video (lower left of the screen) if you are eating, scratching, talking with someone else in the room, walking around or anything else that might be distracting.
- **Mute is your friend.**
  Once you log in to the virtual classroom, be sure to mute your microphone (lower left-hand corner) to help to eliminate background noise that could distract others. But be sure to unmute when you want to talk!
- **Raise your hand**
  If you wish to speak, you may physically raise your hand or use the "Raise Hand" button under "participants" at the center of the bottom of your screen.
- **Chatting away**
  The Zoom chat feature is a tool to make comments and ask questions without interrupting the speaker but be aware that your comments are public and are recorded in the minutes of the session—even the ones you send privately.
- **No internet, no problem**
- Zoom has a call-in option, so please let me know if you cannot connect via the web and need to call in.
- **Save your bandwidth**
  Close unneeded applications on your computer to keep the video optimally functioning.

Discussion and communciation guidelines

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

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

Attendance
Student participation requirements

We spend have a lot of material to learn in a short period of time. It is important that you attend all of our class sessions. All of the material is available on Carmen at the beginning of the semester. Readings and videos must be consumed before our live class session so we can work on active learning experiences.

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

Readings and lectures:
- There will be readings and lecture videos every week that should be viewed BEFORE class on Wednesday. Also before class, please take the AP Style Assessment.
- **Weekly assignments**
- We will have activities (particpation) and/or assignments (for points) in most classes.
- **Office hours**: We are available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to "Ask the instructor" channel in Slack. Office hours are digital via Carmen Zoom.

Optimal Learning Experience

Previous distance learning and hybrid courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this hybrid course:
- Students kept up with the schedule and assignment due dates.
- Students did their best to have access to a reliable internet connection or let their instructor know of any challenges.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [BuckeyeBox](#) and [Microsoft One Drive](#).
- Students reported that completing assigned readings before class helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.
- Students followed the instructor's preference for camera and microphone settings during online synchronous meetings.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: http://advising.osu.edu/welcome.shtml

Student Services
The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: http://ssc.osu.edu

Copyright Disclaimer
The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Managing Stress
College can be a stressful time, and I am always here to help you—in this class and beyond. If, however, you feel you need more support, I encourage you to reach out to the Student Advocacy Center at 614.292.1111. They will always work with professors on your behalf.

Student Health
Keeping students healthy and preventing the spread of illness is important to The Ohio State University—and to me. Students are encouraged to stay home if they are sick and may be asked to leave class if they are coughing/sneezing. Students who are sick and cannot attend class must contact me *BEFORE class* to receive class any materials and turn in assignments via the drop box or e-mail. If you do not notify me, your assignment will not be accepted.

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

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

Instructor illness or absence
If the *instructor* is quarantined or is experiencing respiratory symptoms but is well enough to teach, the in-person sessions will be moved online to Zoom. You will be notified via email no later than (reasonable time before class)
If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

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

moved to Zoom and links to the meetings will be provided.

Policies for this Hybrid Class

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

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

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

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 concen-trating and/or lack of motivation. These mental health concerns or stressful events may lead to di-minished 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 availa-ble on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by vis-iting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Suc-cess Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Academic integrity policy

Policies for this course

- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **AP** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise

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

Academic Misconduct

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

Accessibility accommodations for students with disabilities

Requesting accommodations

Accessibility accommodations for students with disabilities
The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Week	Topic	Readings Videos (Due before class on Wednesday)	Before/In Class/Due
Module 1 Week 1 (Aug. 26 & 28)	**Welcome to #osunewsclass** This week we will discuss the goals of our class and how we will build our understanding of and skills in journalism. Some of you may wish to be reporters. Some are here because it's a requirement. But all of us will learn to separate truth from fabrication, research and report news the (Ohio State) public needs to know, and how to engage with news in a meaningful, informative way. **Resources to review:** ▪ Read the syllabus ▪ Best of AP Style and Grammar/Punctuation/Spelling ▪ Guidelines for Student Journalists: Reporting During a Pandemic	**Readings** • Inside Reporting Chapter 1: The Story of Journalism (9 pages) • 4 types of journalists: How they tick and what we can learn from them	Poynter (5 pages) • Why Journalism Might Actually Be the Class of the Future (14 pages including videos) • 12 back-to-school writing tips to practice while you social distance (6 pages) **Videos** • Comm 2221 Welcome Video (1:57) • What is journalism (1:28) • The Power of simple words (2:20) • Journalism with John Oliver (19:23) **BONUS VIDEOS:** • Learning to use your iPad • Using iPad for School (7:25) • 12 iPad Pro Tips and Tricks (10:12)	**Syllabus Quiz (due before class)** **Practice and Application-Wednesday** In class activity No. 1: iPad Ice-Breaker **Practice and Application-Friday** In-Class Assignment No. 2: In-the-world interviewing Here's everything you need to do and remember AFTER the class. **Dialogue and Reflection** Discussion No. 1: Let's meet the journalist in you! **In-Class:** Create Twitter account; review AP Style. Review journalism theories including agenda setting and framing.
Module 1 Week 2 (Sept. 2 & 4)	**AP Style and News Value** This week we will discuss the style that defines journalism and shows us how to maintain a consistent style across all writing platforms. Your goal is to become familiar with AP Style and utilize it in your writing moving forward--every article, assessment, email and message. The more you learn about it, the more you will use it. We will also be introduced to news value, which will help us identify what makes something worth reporting. We will also have a visit Friday from Marilyn Geewax, formerly of NPR, to discuss how newsrooms have changed to adapt to COVID.	**Readings:** • Rich Chapter 3-Basic News Value (23 pages) • Objectivity isn't a magic wand (4 page) • What Are the Seven News Values? (1 page) • Good Stories Prove Their Relevance to the Audience (1 page) **Optional** • Ten Noteworthy Moments In U.S. Investigative Journalism (3 pages) **News Article Examples:** • Larry Householder, 4 others face racketeering conspiracy charges in federal court (7 pages including sidebar links) • Some Columbus-area businesses, customers ignore mask mandate, complaints allege (3 pages)	**Assessment (due in class): In-**Class: News & AP Style Challenge No. 1 **Practice and Application (in-class)** Visit The Lantern In-class activity No. 2: Write a story about your time spent in the Lantern **Practice and Application (in-class Friday)** Marilyn Geewax presentation on newsrooms in COVID **Dialogue and reflections (post due Thursday, response due Sunday)** Discussion No. 2: Hunting for Story Ideas

		Videos • News Value (5:14) • What is News? (4:07) • Just the Facts (5:36) • AP Style and Grammar Resources	Discussion of skills and how to develop them.
Module 1 Week 3 (Sept. 9 & 11)	**Writing the Story Idea** This week, we will discuss how story ideas are identified and how facts are obtained and structured into journalism using live human and documented sources. **Resources** ▪ Expertise finder ▪ Read the story behind Expertise Finder ▪ Ohio State faculty experts	**Readings** • Rich Chapter 5: Story Ideas (14 pages) • The Black Box system for organizing a story - American Press Institute (2 pages) • Shaping the News Story (2 pages) • Journalism's Cardinal Sins (1 page) **Optional** • 12 tips for finding story ideas (1 page) • 3 simple ways to find story ideas (NPR training, 2 pages) • 15 Content Ideas for a College Newspaper (1 page) **News Article Examples:** • Digital Flagship To Open Design Lab In Gateway District (The Lantern--1 Page) • Student Organizations Fundraise For Black Community Organizations (The Lantern--2 pages) • HUD revokes Obama-era rule designed to diversify the suburbs (Columbus Dispatch--1 page) **Videos** • Inverted Pyramid (4:29) • Story Structure (3:55) • Where are All the Story Ideas? (5:37)	**In-class:** News & AP Style Challenge No. 2 **Practice and Application (Wednesday)** In-class activity No. 3: Build the Blocks of Your Article **Practice and Application (Friday)** At-Home Assignment: News Article Draft **In-Class Activity**: **Writing pregame article**
Module 1 Week 4 (Sept. 16-18)	**Beat Reporting** Covering a beat means reporters focus on one geographic or topical area to develop expertise. We will have the opportunity to develop beats in here that range from Ohio State or a surrounding community to a topic in which you feel passionate. We will also visit Friday with Ohio State communication professionals and your FIRST NEWS ARTICLE will be due. **Story idea resources** Ohio State Newsroom Fisher College of Business	**Readings:** • Rich Chapter 19: Beats (19 pages) • Beat Reporting (15 pages, includes lists of links) **News Article Examples:** • Ohio State seeks approval for heat and power plant • Tree of Life buys Westview school to relocate primary students this fall **Videos:** • Explore Careers: Beat Reporter (5:55) • Backgrounding (5:46)	**Assessment:** News & AP Style Challenge No. 3 **Practice and Application (in-class Wednesday)** In-class activity No. 4: The Beat Memo **Practice and Application (in-class Friday)** Meet with our Ohio State Communication friends. ▪ Jeff Grabmeier, research ▪ Dan Hedman, administration and planning, public safety, construction ▪ Dave Isaacs, student life

	Newsroom Ohio State Medical Center News Releases Ohio State Research News		▪ Ben Johnson, administration **Module Assessment (due at the end of class Friday)** MAJOR ASSIGNMENT DUE: NEWS ARTICLE Here's everything you need to do AFTER class. At-Home Assignment No 1: The Photo Walk
Module 2 Week 5 (Sept. 23-25)	**The Source Relationship** Sources are a key part of any journalistic relationship. Learning how to build good source/writer relationships, how to start interviewing, and the ethics that come with this is a key component for any journalistic writer. **Resources** ▪ The Journalist's Toolbox has a tremendous list of sites for expert sources. Please review.	**Readings:** • Intro: Always Get the Name of the Dog (5 pages) • The remaining readings from this book will be listed as optional and will be available from the print copy, should you choose to purchase it. • Rich Chapter 6: Sources (19 pages) • **Optional Readings** • Always Get the Name of the Dog Chapter 1 (Success Starts with Research), 6-15 • Always Get the Name of the Dog Chapter 2 (Something About Sources), 16-33. • 15 Tips for Handling Quotes (1 page) • A Former Journalist Created a Site to Help Journalists Find Experts (1 page) • How to Stay Impartial During Interviews (1 page) **Videos:** • Sources (7:41) • Interviewing (12:09) • Attribution (5:26)	**Assessment:** News & AP Style Challenge No. 4 **Practice and Application (in-class Wednesday)** In-Class Assignment No. 2: Let's Get Interviewing! **Practice and Application (in-class Friday)** Join on Zoom for a visit with Adobe trainer Jonathan Carrera and learn Rush Video and Lightroom **Rewrite Opportunity** Rewrite Opportunity: News Article
Module 2 Week 6 (Sept. 30 & Oct. 2)	**Let's Get Interviewing** This week, we will discuss how to conduct interviews that are more like conversations, and get the answers we need from our sources. We will also play a fun game called "Pin the Tail on the Campus."	**Readings** • Rush Chapter 7: Interviewing (22 pages) • Optional Readings in Always Get the Name of the Dog • Chapter 3: Getting it Down (34-43) • Chapter 4: Location Matters (44-56) • Chapter 5: Questions and Answer (57-75) • Recording phone calls and conversations: Legal guide from the Citizen Media Law Project (3 pages) • Scribbling with Purpose: Taking notes that make sense (4 pages)	**Assessment:** News & AP Style Challenge No. 5 **Practice and Application (in-class Wednesday)** In-Class Assignment No. 3: Pin the Tail on the Campus **Practice and Application (online Friday)** Evaluating Pin the Tail on the Campus. In-class activity No. 5: Story brainstorm sessions **Dialogue and Reflection** Discussion No. 3: Hunting for FEATURE Story Ideas

		Videos: • Katie Couric on how to conduct a good interview (5:08) • Larry King's interviewing tips (4:58) • Trump's Brutal Interview with Chris Wallace (10:25)	
Module 2 Week 7 (Oct. 7 & 9)	**Writing Fabulous Features** Your feature articles should be taking shape, and we will work this week on techniques to help them--including interviewing and writing.	**Readings:** • Chapters in "Writing Fabulous Features" • Getting Started (3 pages) • Finding ideas (8 pages) • Finding your Focus (4 pages) • Types of Features (12 pages) **Optional 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) • **Videos:** • Features (7:02) • Writing Feature Articles (1:18) • Profiles (5:54)	**Assessment:** News & AP Style Challenge No. 6 **Practice and Application (in-class Wednesday)** In-Class Activity No. 6: Getting Beyond the Script **Practice and Application (in-class Friday)** In-Class Activity No. 7: Writing the Nut At-Home Assignment: Feature article draft
Module 2 Week 8 (Oct. 14 & 16)	**Election Coverage** This week we will focus on covering the election with a visit from Google's Mike Reilley on Wednesday and a focus on the skills reporters need to cover elections. Our class Wednesday will meet in the **GOOGLE ZOOM ROOM.** On Friday we will meet in our regular room to work on local election coverage. **Resources** ▪ Resources for covering the 2020 election as a student journalist ▪ Resources: Editing and Headline Writing	**Readings:** • Rush Chapter 20: Speeches and Pressers • Election Legal Guide | 2020 (10 pages) • Staring Contest: How election reporters see us, and how we view them (10 pages) • The media is covering this election all wrong (9 pages) **Videos:** • Virtual Campaigns: Tips on Covering Elections During the Pandemic (1 hour, 12 minutes) • SPJ Ethics -- How to Cover the Elections Ethically (6:51)	**Assessment:** News & AP Style Challenge No. 7 **Practice and Application (Wednesday)** In-class activity No. 8: Join Online Google Training with Mike Reilley **Practice and Application (Friday)** In-Class Activity No. 9: Let's Try Editing In-Class Assignment No. 4: Find election stories for your area **MODULE ASSESSMENT** MAJOR ASSIGNMENT No. 2: Feature Article **Future Assignment: Review and prepare** At-Home Assignment: Election Live Tweeting

Module 3 Week 9 (Oct. 21 & 23)	**Live coverage of breaking news** This week we will focus on covering breaking news, including reenacting an actual live event involving the Ohio State campus and police, to better understand what it's like to cover breaking news. This module will illustrate some of the key areas in which we will cover an event live and on a tight deadline, and some of the protocols required.	**Readings:** • Learning from prize-winning journalism: how to cover a breaking news story (4 pages) • What to do if you're pepper-sprayed (2 pages) • Incorporating mobile journalism into local newsrooms (2 pages) • How Successful Journalists Use Social Media (2 pages) • Tips for journalists shooting photos: rookie mistakes, pros and cons (2 pages) **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) **Videos:** • Lantern journalists pepper-sprayed after identifying as members of the news media (:26) • Lantern TV: Ohio State stabbing (3:27) • Tips on Using Tweetdeck (1:15)	**Assessment:** News & AP Style Challenge No. 7 **Practice and Application (Wednesday)** In-Class Assignment: Developing a breaking news plan In-Class Assignment: Breaking news simulation **Practice and Application (Friday)** Midterm prep
Module 3 Week 10 (Oct. 28 & 30)	**Midterm** This class we will begin your midterm experience, which will encompass all of the skills we have learned so far. You will show your skill with AP Style, news value, story identification and pursuit, and meeting deadlines.		**Wednesday** AP Style and News Midterm Midterm article begins Friday Midterm article draft due 9:10 a.m. Midterm article final due 11 a.m.
Module 3 Week 11 (Nov. 4 & 6)	**The Right to Know** This module will delve into reporting on public meetings, public records and where government business and the public intersect. We will also meet people who do real, live investigative reporting.	**Readings:** • Rich Chapter 21: Government (19 pages) • Students face restricted access to open records and meetings due to COVID-19 (4 pag-es) • What I Learned From Making Dozens of Public Records Requests for Police Data (3 pages) • Ohio AG Dave Yost provides 'guidance' on livestreaming meetings during corona-virus pandemic (4 pages) **News Article Examples:** • Ohio State Found in Violation of Ohio Public Records Law (2 pages)	**Assessment**: News & AP Style Challenge No. 9 **Practice and Application (Wednesday)** In-Class Assignment: Working with Public Records **Practice and Application (Friday)** In-class assignment: Seeking Data Stories **Dialogue and Reflections** Discussion 4: The Election is Over--Now What?

		Videos: • Open Meetings and Records (4:07) • Freedom of Information Act (4:17) • Wexner Medical Center Board meeting (7:36)	
Module 3 Week 12 (Nov. 11—NO CLASS. Nov. 13 online)	**Working with and in Audio** This week we will discuss the art of reporting with audio, with the chance to put your voice to tape. We will meet with NPR radio personalities and see how voice, tone, pace and ambient sound can impact how people feel while they get information. We will have. NO CLASS on Wednesday to recognize Veterans Day. **Resources** National Public Radio How to record a podcast	**Readings:** • Recording Audio in the Public Radio Style (3 pages) • Writing a Radio Script (3 pages) • Voicing a Radio Story (2 pages) • Want to start a podcast? Read this first (3 pages)	**In-class** **Activity**: Creating podcast
		Videos: • BBC Journalism Skills: Local radio reporting (6:22) • Ira Glass on Storytelling (5:24) • How to Sound Great (3:38) • NPR Scott Simon: How to Tell a Story (3:30)	**Assessment** News & AP Style Challenge No. 10 **Practice and Application (Friday)** At-Home Assignment: Recording Your Own Audio **Dialogue and Reflection** Discussion No. 5: Hunting for FINAL PROJECT ideas **Assignment Alert** Final Major Project: Team Journalism Project
Module 4 Week 13 (No. 18 & 20)	**Ethics of Media** Journalism may be changing, but its foundational ethics are longstanding and steadfast-- even though they may not always be practiced. In this module, we will look at what it means to be an ethical journalist today and how "fake news" is changing perspectives on journalism. **Resources** SPJ Code of Ethics	**Readings:** • Rich Chapter 15: Media Ethics • Can I say that? A legal primer for journalists - Columbia Journalism Review (3 pages) • The Grim Conclusions of the Largest-Ever Study of Fake News (10 pages) • Fear of screwing up - Columbia Journalism Review (5 pages) **Videos:** • Ethical Endeavors (9:51) • Journalism Law Brief (10:34) • Fake News (3:52) • Infodemic: Coronavirus and the fake news pandemic (6:10) • The real definition of fake news (3:48)	**Assessment:** Take this Assessment on Media Bias at start of class **Practice and Application (Wednesday)** In-Class: What is Ethical **Practice and Application (Friday)** In-class assignment: Fighting fake news
Module 4 Week 14 (Nov. 25)	**Final Project Work** Welcome to Thanksgiving week and our transition to the exclusively online environment. This week you will work on your final projects. We have no scheduled class time this Wednesday, but please use the time to meet with your final project teams. I will be on Zoom during class time to help anyone in need of support. Your final project will due on Dec. 4 at 9:10 a.m.		

Module 4 Week 15 (Dec. 2 & 4)	**The End is Here--What Next?** CONGRATULATIONS! We have made it to the end of the semester and the completion of our final projects. We will show off our work and then meet with The Lantern editors and industry experts to find out what comes next for journalism--and you!	**Practice and Application (Wednesday)** Work on Final Project in class **Module Assessment (due Friday at start of class)** Final Major Project: Team Journalism Project **Discussion** Discussion 6: What have we learned?