

Writing for Media

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

(Spring 2020)

281 Journalism Building

Welcome to the newsroom: Comm 2221 begins

Comm 2221, Ohio State's class introducing students to journalism, will kick off Jan. 7 for the Spring Semester of learning and writing.

Taught by Dr. Nicole Kraft, 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.

"When students walk through this door, they leave school behind to a great degree and enter the journalism world," said Kraft. "Even more importantly, they are officially a member of Lantern Media—newspaper, website and television—and all of their articles and projects will be written with the goal of publication."

Kraft said the 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.

She said every story must have news value that appeals to readers, and students will follow the strict code of ethics that ensures journalists report fairly and accurately, write factually and treat sources with respect.

"Journalism is made for people who have a burning desire to know everything and share confirmed, factual information with others in a clear and concise style," Kraft said. "We will work together to figure out how you can be that person."

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, Kraft said.

Students will also tweet, use social media to broadcast live, research, and disseminate information, as it serves our needs in class projects and assignments, she added.

Students will work with Lantern editors to ensure articles have the greatest potential for publication, she said.

"This class offers the opportunity for students to be engaged in the real world, in the safety of an academic environment," Kraft said. "I can't wait to get started this semester."

Objectives and goals: Becoming a journalist

The goal of Comm 2221 is to prepare students to be the best writers they can, and to learn skills that will help them get a job as communicators in the real world.

By the end of class they will be able to:

- Write and produce professional news content, displaying a command of grammar, spelling, syntax and Associated Press style.
- Understand the need for fairness, accuracy and expediency in news stories.
- Demonstrate basic skills of interviewing and researching.
- Adhere to ethical journalistic practices.
- Begin to understand how social media and multimedia augment and enhance reporting, and utilize those skills in our reporting.
- Walk into a newsroom and contribute



as an editor and/or multimedia journalist on your first day by being proficient in reporting, writing, social media and multi-media elements.

By the end of the semester you will be able to:

1. Write news articles in the inverted pyramid and feature style.
2. Tell factual stories across platforms.
3. Identify and execute articles that contain news value.
4. Interview appropriate live human experts in person, and take accurate notes that are utilized in articles to provide paraphrased facts and supporting quotes.
5. Develop story ideas.
6. Utilize social media in a professionally constructive way.
7. Get published in The Lantern and TheLantern.com.

Students to receive iPads for semester

Many classes may ban or limit the use of mobile technology, but Comm 2221 embraces technologies place in journalism and academia by utilizing iPads in class.



Every student in class is provided with an iPad Pro, Apple pencil and keyboard to use for the semester, with the goal of reporting and writing every article, as well as creating multi- and social media elements for every assignment, said Dr. Nicole Kraft.

This class has no conventional textbook, but students have plenty of required reading.

Readings will be accessed through a program called Perusall, linked off the course homepage in Carmen. Please make sure to read all of the links listed for each class date BEFORE class meets.

Other readings include:

- The Week magazine.
- [AP Style Book](#) (book, app or online) \$26
- Read The Lantern in print/online and EVERY DAY.
- Columbus Dispatch for iPad (free App, needs digital Dispatch subscription)
- Follow Twitter account (www.twitter.com/Nicole_Kraft).

Rules of the Road: Policies help Comm 2221 run smoothly

Attendance & Make-up

Attendance (both physical and mental) is key to your success in this class. Student grades are largely contingent on presence and participation in class, and engaging on Twitter. Listen, participate and ask questions. The work done in class is not found in readings.

If students miss class for whatever reason, it is their responsibility to obtain notes from a classmate. Students may not make up any in-class work or extra credit opportunities.

Withdrawal

Not all classes fit your schedule or your academic plan, and I understand that. Please know, however, that I very much wish to meet with you before you drop (especially the deeper we get into the semester) to see what we can do to work through any challenges together.

Revision Makes Right

Editing is a huge part of every article, and each of your assignments will be edited by Nicole Kraft (for a grade) and by classmates, with the goal of making it better for readers.

Revising means to see your article with fresh eyes and rewrite it to make it more readable, fill gaps and correct errors and omissions. Revision is a huge part of improving writing, and every article students write will have a revision component.

Revised articles will be re-graded, and the article and average together the two sets of points for the final grade. The key to success in revision is to a) understand and b) make the changes suggested by your editors and readers.

Extra Credit

There is a maximum of 20 extra-credit points available in this class, which will be applied to the final class point total. It may earn it by:

- Participating the outside class activities identified during the semester (5 points per activity)
 - If you submit a story BEYOND the ones you write for this class to The Lantern, and it gets published with only your by-line!
- All extra credit must be reported via Carmen by the last day of class.

Opinion

Professionalism key to success in Comm classes

I am a big believer that college is intended to prepare you for the real world, and that for many—especially in journalism—your undergraduate career is like a first job. You can and will make a lot of mistakes here, but the goal is to learn from them and not to make them again.

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

1. You will be graded primarily on your writing and editing, and how you work as a writer and editor with your fellow news “staffers.”

2. No fact and style errors or misspellings: Avoiding these is VERY important in the pursuit of journalistic skill so they are weighted heavily in class.

3. Coming on time and ready to work on the material for the day: Our class only works if we all do the foundational work ahead and then we can build. If you do not do that work and we have to “catch you up,” you are impacting everyone else in class.

4. You are missed when you are absent: When you don’t come to class, I notice, and you are missed personally and for your contributions. Missing class when we are doing group work or an in-class activity will result in a 0 for the assignment.

5. Staying in class: I know you have things to do. We all do. But we have committed to being in class together for two hours twice a week.

6. Treating classmates/coworkers with respect: Everyone’s ideas have merit, and allowing a civil discussion, even when we disagree, is a key to success.

7. Dressing for success: I know this is college, but you never know who might come to class who could help you with an internship or guide your academic or professional career. Pajamas are for sleeping. Swimsuits are for beaches. Please know I don’t want to discuss appropriate class dress with you, but I will, if needed.

8. ID yourself: We use Slack for communication, but if you do email, please include

your class number (Comm 2221). I teach four classes and this will help me understand/respond more quickly to your questions.

9. Message etiquette: To ensure we are preparing for the “real world,” your emails to sources should be written using standards of courtesy (address, proper tone, and signature). I do not edit

articles over messaging, so if you wish to work on your article one-on-one (which I encourage!), please make an appointment or drop by my writing bat or the newsroom office.

10. Deadlines are deadlines: Late assignments will get edited, but no points will be assigned. No make-up quizzes or exams are held unless by prior arrangement and for extreme circumstances.

12. I believe in using social media in class, but we use it for good and not evil. I encourage you to use your devices, and even require Twitter use for attendance, and we will do much research in class using all electronic devices. But remember that I can see what you post—and so can future employers. Please be responsible about how to present yourself to the outside world.

13. We do not interview or quote friends, relatives, roommates, classmates, etc. In our industry it’s considered a conflict of interest.

14. Lying, cheating or stealing will get you fired: In this class, if you plagiarize anything you will fail the course and I will report you to academic misconduct, even if you accidentally do it while taking your notes.

15. We never write on topics of which we have a personal stake or relationship (places where we work, groups of which we are a member, etc.).

16. Only if a Lantern editor accepts the article ideas do we say we are writing for The Lantern, but we will always write with the goal of being published.

19. We always tell sources we are interviewing them for an article that will be published. This is not theory—it’s real life! That means full names for all sources and exact quotes on the record.

Article writing to be main focus of learning

Here are your assignments for Spring 2020. Details for all assignments are in Carmen.

Attendance & participation (50 points)

Attending class is a key part of your success, as is engaging in our activities and discussions. There are no “excused” or “unexcused” absences. As an adult, you must take responsibility to be in class. You will also use Twitter to reflect your attendance. These points will be assessed at the end of the semester.

Perusall readings (50 points)

Most of the readings in this course will be through the program Perusall, accessible through Carmen, which allows you to read AND talk to classmates (via written messages) about what you have read. Your comments are assessed by Perusall based on quantity and quality, and assigned points 1-3. Complete instructions are in Carmen under Modules.

Pin the Tail on the Campus

(100 points)

This in-class activity will test your reporting skills in the real world *on deadline*. It is a game and a challenge, and will include reporting, writing, photography, videography and interviewing.

AP Style & News Quiz Games

(100 points—10 points per week/10 weeks)

Every week we will work on our AP Style and news consumption with a quiz-style game.

Assignment Points	
Attendance and participation	50
Perusall Readings	50
Pin the tail on the Campus	100
AP Style/News Quiz Games	100
News Story	100
In-Class assignments	100
Feature	100
Midterm	200
Final	200

These points tallied together will give you your final grade of the following percentages: (100-93=A; 92-90=A-; 89-88=B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-60=D; 59 and below=E). I am not able to negotiate grades, either during or after the semester.

We will be divided into teams, and you will work with your team to determine the answer to questions provided in class. We will then come together and see who gets the most answers correct. The team with the most gets a bonus point.

To be successful, you must begin to write everything you can in AP Style and read news from a variety of sources.

News Story (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.

In-Class Assignments

(100 points—10 points each)

You will have a variety of hands-on experiences on which to write in class. Your participation in and completion of these activities is key to your skill development, and will each be worth 10 points. They include simulated news events, coverage, write-ups on guest speakers, video and audio storytelling assignments, etc. These points can only be earned if you are in class for the activities, as they cannot be made up.

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.

Midterm (200 points)

Cumulative to the ninth 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).

Final project brings together semester worth of learning

As a final project to showcase your journalistic skills—research, writing, photography, video and editing—you will be part of a team that researches a journalism-related topic and creates a comprehensive project that is displayed on a Wordpress blog.

Your team’s project must be an enterprise and comprehensive package about a topic of interest to the Ohio State or Columbus community. It must, however, be large scale and significant to a large number of people on a topic that reflects the greater community. Examples might include:

1. What Ohio State is doing to combat sexual assaults on campus.
2. A look at the international student experience on campus, including how much they pay, how they assimilate, services to support, challenges they face, etc.
3. The role of lecturers at Ohio State and how their lives differ from tenure-track faculty.

4. How has Columbus been impacted by the Black Lives Matter movement, from police to City Hall, to Ohio State, etc.

5. The election and Ohio State—who is active for candidates, how does campus prepare for visits, what are views and perspectives.

Every project will include these pieces:

1. An article from each team member in varying styles of news and features that present varying sides of the topic.
2. At least three pieces of media for every article, including but not limited to photos, videos and a data support with visualization.
3. A comprehensive source list with phone numbers, contact info and times/dates/locations of interviews.

Steps:

1. Choose a topic, and run it by Dr. Kraft for approval. Every topic must be approved before it may be pursued.
2. Research your topic, and develop a

source list. You will need a minimum of 10 sources for the project and at least three per article.

3. Determine focus for articles. Articles should showcase different aspects of your topic as well as all be related to your topic.

4. Take photographs and video related to your articles. You MUST use your own photography/video, and all must have accompanying captions. Use at least two photos per article. Also, feel free to create charts, graphs, a photo essay, etc. to round out your pages.

5. Edit your articles for content and AP Style, then proofread.

6. Design your project. Be inventive! Think outside the box! Look online or at other publications for ideas. Be sure to include headlines, bylines and photo credits. It can be for print or online.

7. Edit your entire layout and all articles.

8. Be prepared to share your with the class.

Reading resources will help students become writers

To be a good writer, you must be a good reader. These resources will help.

AP Stylebook

Students in Comm 2221 have one book to buy, which will last far beyond the time of this class.

The book is the Associated Press Stylebook, available through the AP website, <https://www.apstylebook.com/>. The Stylebook is available as a spiral-bound book or an online subscription.

Associated Press style provides guidelines for news writing, magazines and public relations offices across the United States. Basic knowledge of AP style is considered essential to those who want to work in journalism.

Some guiding principles behind AP style are:

Consistency

Clarity

Accuracy

Brevity

AP style also aims to avoid stereotypes and unintentionally offensive language.

Perusall

The majority of your readings will be web-based links and book chapters that have no associated charge. The 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.

Perusall helps students master readings faster, understand the material better, and get more out of classes. To achieve this goal, you will be collaboratively annotating the readings with others in your class. The help you'll get and provide your classmates will get you past confusions quickly and will make the process more fun.

Students will receive rapid answers to questions, help others resolve their questions, and advise the instructor how to make class time most productive through comments in Perusall. Each thread is like a chat with one or more members of your class, and it happens in real time.

Student goals in annotating each reading assignment are to stimulate discussion by posting good questions or comments and to help others by answering their questions.

Research shows that by annotating thoughtfully, students learn more and get better grades. For each assignment the program evaluates the annotations submitted by the deadline based on the overall body of annotations, and scores for each assignment are:

3: demonstrates exceptionally thoughtful and thorough reading of the entire assignment

2: demonstrates thoughtful and thorough reading of the entire assignment

1: demonstrates superficial reading of the entire assignment OR thoughtful reading

of only part of the assignment

Each individual reading requires THREE annotations to be counted.

The Week, The Dispatch, The Lantern

Consumption of news is crucial to being a good writer. Students will review examples of writing through Perusall, but news consumption will come through three main sources:

Nicole has purchased for all students access to the weekly news magazine [The Week](#), which offers a collection of articles, columns and lists about key news from each week, along with review, entertainment and long-form news features. This issue will be delivered to your iPad. The publication features a week of news in a full-to-read collection from around the world. Students will need to read every issue to stay aware of news from across the nation and the world.

To keep up-to-date on state and local issues, students must visit the [Columbus Dispatch website](#) every day, and [digital a subscription](#) is STRONGLY encouraged.

In addition, students must pick up [The Lantern](#), Ohio State's student newspaper, every Tuesday and Thursday, and read it online every day. This will help students keep up on what is happening around the Ohio State campus.

All of your articles will be written with publication in The Lantern as the ultimate goal.

Course tech utilized for student success

This course extensively uses Carmen, and all of your readings and assignments will be available through Ohio State's learning management system. This system is sometimes referred to as "Canvas," but those terms are interchangeable.

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. Every week has a full module that contains class videos and assignments.

Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>

If you need additional services to use these technologies, please request accommodations with your instructor.



Daily roadmap

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

- Watch lecture videos on beats, backgrounding and search engines.
- Read Perusall readings and make comments.
 - [Story Structure by Tim Harrower](#)
 - [Beat Reporting: What Does it Take To Be The Best? | Poynter](#)
 - [Writing to be Read-Language](#)
- We will have a visit from the communication personal for our Ohio State beats.
- Take notes on key issues while reading and watching lecture videos, to prepare for our weekly assessment.
- [Submit News Article 1 BEFORE CLASS STARTS.](#)
- Take AP Style/News assessment in class.
- Complete assignments for the week: You will research an Ohio State beat in teams and work toward developing story ideas.

Materials and apps

The university has provided you with the basic apps we will need to use the iPad in class, including:

Notability: for note taking (reporting and in your classes)

Microsoft Word: For writing.

iMovie: For video editing.

Garage Band: For audio editing.

For help with your password, university e-mail, Carmen, or any other technology issues, ques-

tions, 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.

Equipment

University-provided iPad OR a laptop computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection.

More sources, asking questions, tech backups can enhance writing, class

Journalistic training can prepare students for many career and life opportunities, and this advice may help make your academic and career path even smoother:

Sources

You need at least at least two human sources for every article but, more importantly, you must have sources that have expertise to speak on your article topic. If you can interview Urban Meyer, that is a coup--unless you are writing about repaving 18th Avenue, on which he has no knowledge or experience. Then he is

useless (as a source, not a person or football coach).

As convenient as they may be, we do not use friends, roommates, relatives, etc., as sources for your stories, photographs, graphics etc. This is a conflict of interest. That conflict policy also spreads out to any activities, organizations, projects, companies, etc. in which you are involved in, but you can share story ideas with fellow reporters.

No Sharing

As much as we love to share information, we do not share your stories with other classes. Stories done for credit/grade in this class cannot be used for credit in any other class.

The one major exception is The Lantern Media Group, for whom all students are writing. All of your work may be shared with Lantern editors for publication.

Ask Away

I know no matter how many times I encourage you to talk to me if you have questions, many of you will instead reach out to friends and classmates. I still desperately want you to reach out to me, but to help you reach out to fellow class reporters, everyone has been assigned to an editorial team with whom you will be able to work this semester.

Technology = No Excuse

This course, like journalism as a whole, relies heavily on access to computers, specific software, and the Internet.

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:



Live simulations are just one way that Kraft Comm students learn while doing.

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.

Save your notes separate from assignments: Even if your story gets lost, you can always recreate it with access to your notes. Keep them organized, accessible and backed up.

Save drafts: When editing, set aside originals and work with a copy.

Practice safe computing: On your personal computer, install and use software to control viruses and malware

Developing Life Skills

Dr. Tony Wagner, co-director of Harvard's Change Leadership Group, has identified what he calls a "global achievement gap," which is the gap between what even our best schools are teaching, and the must-have skills of the future (2009). These are the skills we will aim for you to develop in here.

1. Critical thinking skills
2. Collaboration across networks and leading by influence.
3. Agility and adaptability
4. Initiative and entrepreneurship
5. Effective oral and written communication.
6. Accessing and analyzing information.
7. Curiosity and imagination

Gentle Reminders Coming

At the end of every week Nicole will send via Slack and Carmen 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.

Meet TA Abhi Bararia

Abhigyaan Bararia is a fourth-year journalism student minoring in international relations with a specialization/focus on security and intelligence, will serve as our teaching assistant this semester, and he is here to help with student writing.

Bararia hails from New Delhi. He is managing editor for content at The Lantern this year, so there is a high chance you'll be interacting with him beyond the classroom.

Abhi, as he likes to be called, is coming off of an internship with National Geographic Traveller India, where he worked hand-in-hand in both the editorial as well as the ad-sales department. He wishes to work for National Geographic or other travel magazines like Conde Nast or Lonely Planet as a photojournalist.



Abhi Bararia

Goodbye email: Comm 2221 uses Slack to communicate

Comm 2221 does not use email, but that does not mean there are not ample opportunities to communicate. This class will utilize an app called Slack for messaging inside and outside of class.

It will, for all intents and purposes, replace class email.

Slack is an instant messaging and



collaboration system in which "channels" are used to separate communities and discussions.

All students have been invited to the class Slack, and are encouraged to sign-up and accept ASAP. There you can send and receive messages to the

In addition, between the beginning and end of class, students will tweet something significant to their followers--a concept from class, an article, information shared by a guest speaker. Include a photo and link where possible.



This will count toward attendance and initial foray into the professional nature of a social brand.

Students will be taught to make profile as professional as possible with a strong Twitterography that includes details of significance to who they wish others to think them to be.

Kraft advocates using a photo that helps the student be seen as a serious journalist (it should just be a solo shot with no companions).

Include a website or create a LinkedIn to serve as a resume site, Kraft said.

The goal is to learn the potential impact

2221 office space open weekly to meet, talk, eat

Comm 2221 does not have conventional "office hours," but instead has "newsroom hours" times where students can gather to talk about writing, assignments, news or any other issues.

Newsroom hours will be held every Thursday from 1:30-3:30 p.m. in 304E Derby Hall.

But Dr. Nicole Kraft says that to be a good writer, students must work and rework their copy, and they need editors to help.

To that end, she has established a crack editorial team who will offer with a weekly "genius" -style bar to work with on student articles and publications.

Writing Bar is Tuesday from 1:30 a.m.-3:30 p.m. in 217 Journalism.

But those are not the only meeting opportunities. Kraft will meet students for coffee and using remote office hours through the app called [Zoom](#).

whole class, and to Nicole and classmates privately

Slack can be accessed via an app download for iPad or mobile devices and via the web.

For more information on Slack, visit the page on Carmen under "Before Class Begins."



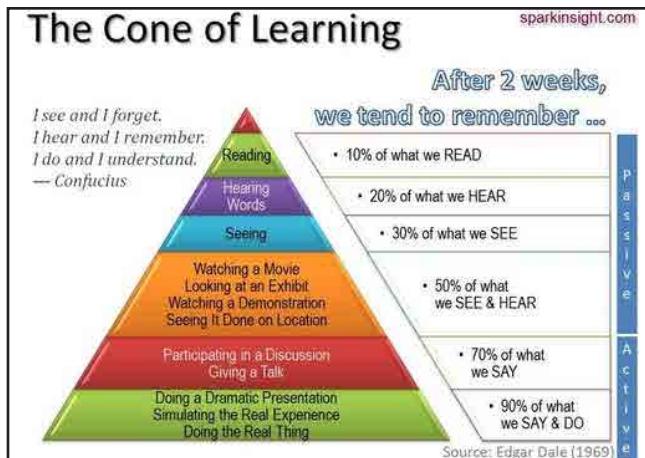
Kraft focuses on ‘Active Learning,’ engaged students

Dr. Nicole Kraft said she is a great believer in the power of students to engage in and drive their own education, which means taking a greater responsibility for an engagement in what happens in your classes.

To that end, she does not subscribe to the “sage on the stage” class ideology, whereby she would lecture and students (hopefully) listen. Instead, this class follows what is known as the “active learning model.”

“That means students develop a knowledge foundation through readings and videos before class,” Kraft said. “Our class time is then dedicated to engaging with the material through a variety of activities and assessments to determine and build comprehension.”

In a conventional class, the lectures help establish an educational foundation, but then students are left to build the real structure of their learning alone through homework, and that structure may or may not be sound. 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.

Kraft believes that this model helps students learn better, and in a speed and style that is more conducive to their needs.

“Do you learn better at 3 a.m. or 7 p.m.?” she said. “Great! Class materials are available to you at any time of day or night through this model. Would you like to hear a lecture three or four times to take copious notes? With this model, you have that option. Do you prefer reading and not listening, or listening and not reading?”

All options are open, provided you engage in the material in some meaningful and effective way.”

The workload is the same—meaning for a four-credit class for every hour of work you do in class students will spend four hours working at home, Kraft said, adding the main difference is your class time will be spent engaged in actively learning the material through discussion, exercises, activities and assignments.

The quality and quantity of in-class learning means that student attendance and participation are crucial to your success, so Kraft cautions students not think that watching lectures at home means they do not need to come to class.

“That is the foundation,” she said. “To truly build something meaningful, all of us we must work together.”

This model also allows students and faculty to work more closely together, and for Kraft to connect to students in a more focused and direct way, to assess and understand individual needs and goals, and to, hopefully, maximize what students take from the class.

Seeking Success

Kraft Comm Classes aim to prepare students for class, careers in media

After 25 years as a journalist, Dr. Nicole Kraft joined the Ohio State School of Communication faculty in 2010 and is now an associate professor of clinical communication.

She began her career in sports in 1984 as an intern with the Golden State Warriors before joining the Philadelphia 76ers in 1985 to work in publicity. She helped create the Sixers Media Guide and was a regular contributor to Hoop Magazine.

She later covered high school sports for The Montgomery County Record and Montgomery Newspapers, before focusing her career on news, politics and government reporting. After a stint as a Congressional press secretary and editor at the Napa Valley Register she returned to sports in 1996 as associate editor of Hoof Beats. She became the magazine’s executive editor and director of communication for harness racing.

Kraft writes for the Associated Press covering the Columbus Blue Jackets and Ohio State basketball, and covers horse racing for the Columbus Dispatch. Her area of research is student-athlete use of mobile technology for academics, and she works with athletic departments around the country to help them better connect student-athletes to class and academic experiences. In 2015 she was named an Apple Distinguished Educator.

She earned her bachelor’s degree in political sciences/jour-

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nalism from Temple University, a master’s degree in communication from Ohio State and a doctorate in education from Lamar University. Here is her view of education:

“Take every pre-conceived notion you have about classes and learning and professors and throw them out the window for this experience. You do not do work in here for a grade, and you do not do work for me as your professor. In truth, I am your editor, and you are all journalists, and the work you do is for a) readers and b) to make you employable in the world. You have now all become beat reporters, which will allow you to focus an area you will cover and become master of your own story idea domain. That means the majority of ideas will be generated for you, by you.”

Kraft said the standards are professional, not academic, and the primary student work product is questions like “why” and “how”.

“You are here to fail as much as you succeed. Take chances, try new things, don’t be afraid to fiddle,” she said. “This is a life laboratory, and the more we experiment, the more discoveries we will make. My role here is your guide. We will discover together and learn much from each other.”

“I heard recently of a great question from an editor who called for a reference check on a student applying for a job: ‘What is he going to be ready to do on Day One and what is he not ready for that’s going to mean more work for me?’



Journalism classes get field trip ready

If you joined Comm 2221 with the goal of sitting in a classroom, you have signed up for the wrong academic experience, according to Dr. Nicole Kraft.

Kraft said part of the Comm 2221 experience is venturing out into the reporting world and engaging with subjects across the university.

While students may be hesitant to talk to strangers or put themselves uncomfortable positions, they soon get over it in the course of Comm 2221 work.

"Being a reporter means being out in the field, talking to sour-

ces, finding stories, connecting the population with the news they need," Kraft said. "This class will challenge students to leave their 'comfort zone,' and adopt the reporters viewpoint."

Among the class activities are a simulation with Ohio State Police, as well as numerous reporting assignments that will arm students with iPads and their "noses for news," said Kraft.

"Being out in the world helps students see what is and is not news," she said. "That's what our class is all about."



Academic details help students find success

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 Kraft will notify students in writing of any changes.

Student participation

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.

Safe & Healthy

Keeping students healthy and preventing the spread of illness is important to The Ohio State University—and to Kraft. Students are encouraged to stay home if they are sick. Students who are sick and cannot attend class must contact Kraft BEFORE class to receive class any materials and turn in assignments via the drop box or e-mail. If students do not notify Kraft, an assignment will not be graded.

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 the website <http://advising.osu.edu/welcome.shtml>.

Academic Honesty

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process."

Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, possession of unauthorized materials during an examination, and falsification of laboratory or other data.

Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so review the Code of Student Conduct and, specifically, the sections dealing with [academic misconduct](#).

Academic misconduct is a serious offense, and it is my responsibility to make sure it does not occur. If I suspect a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.

If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about this policy or what constitutes academic misconduct, please contact your professor or TA or visit the [COAM web page](#).

Managing Stress

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

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.

Respect and Tolerance

The School of Communication at The Ohio State University and the Kraft Comm Classes embrace and maintain an environment that respects diverse traditions, heritages, experiences and people.

That 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 and classes, faculty, stu-

dents 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

Special Accommodations: Students With Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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.

Calendar of Events

Article

Revise!

Rewrite

DRAFT

Draft

Module 1a: Welcome to #osunewsclass

Jan. 7

Assignment (in class):

Syllabus review, Welcome to #osunewsclass--now let's interview!

Assignment (at home):

What kind of journalist are you, Syllabus and course policies quiz.

Module 2a: AP Style and News Writing

Jan. 14

Perusall: 3 documents

Assignment (in class): Identifying inverted pyramid,

Assessments: Sample AP Style Quiz

Module 3a: The Source Relationship

Jan. 21

Perusall: 3 documents

Assignment (in class): Let's Get Interviewing

Assessments: News & AP Style Challenge No. 2

Module 4a: Interviewing and note taking

Jan. 28

Perusall: 3 documents

Assignment (in class): Note-Taking

Assessment: News & AP Style Challenge No. 3

Module 5a: Editing and Headlines

Feb. 4

Perusall: 3 documents

In-Class Assignment: Let's Try Editing

Assessment: News & AP Style Challenge No. 4

Module 6a: Social & Multimedia in Reporting

Feb. 11

Perusall: 4 documents

In-Class Assignment: The Photo Walk

Assessment: News & AP Style Challenge No. 5

Due: 1ST NEWS ARTICLE REWRITE

Module 7a: Pin the Tail on the Campus

Feb. 18

Perusall: 4 documents

In-Class Assignment: Pin the Tail on the Campus

DUE: PTTOTC Article

Module 8a: Live Coverage of Breaking News

Feb. 25

Perusall: 2 documents

Assignment (in class): Breaking news simulation

Module 1b: Let's talk technology

Jan. 9

Perusall: 3 documents in Perusall: (access in module)

Assignment: In-The-World interviewing

Assessments: Survey check in

Module 2b: Story ideas & inverted pyramid

Jan. 16

Perusall: 2 documents

Assignment (in class): Write story about time spent in the Lantern

Assignment (at home): News story idea submission

Assessments: News & AP Style Challenge No. 1

Module 3b: Reporting and Writing

Jan. 23

Perusall: 3 documents

Assignment (in class): Build the Blocks of Your Article

Assessment: 3 grammar

NEWS ARTICLE DRAFT (due Friday)

Module 4b: Working with Comm (field trip!)

Jan. 30

Perusall: 2 documents

Assignment (in class): The Beat Memo

DUE: 1ST NEWS ARTICLE

Module 5b: Feature Writing

Feb. 6

Perusall: 3 documents

In-Class Assignment: Feature Story Ideas

Module 6b: Public records and meetings

Feb. 13

Perusall: 2 documents

Assignment: Making a public records request.

Module 7b: Pseudo Events & Breaking News

Feb. 20

Perusall: 4 documents

In-Class Assignment: Developing a breaking news plan

Assessment: News & AP Style Challenge No. 6

DUE: FEATURE ARTICLE DRAFT

Module 8b: Midterm Review

Feb. 27

Assignment (in class): Midterm review

Assessment: News & AP Style Challenge No. 7

DUE: FEATURE ARTICLE

Please see the corresponding modules in Carmen for extensive details on all assignments.

Module 9a: Midterm Begins

March 3

In-class Assignment: *Midterm AP Style*



Module 9b: Midterm Completed

March 5

DRAFT

DUE: MIDTERM ARTICLE DRAFT

DUE: MIDTERM ARTICLE



Week 10: SPRING BREAK!

March 10-12

Module 11 and b: Broadcast Reporting

March 17 and 19

Perusall: 4 documents

In-class Assignment: *Video Assignments I and II*

Assessment: *News & AP Style Challenge No. 8*

DUE: FEATURE ARTICLE REWRITE (optional)

Module 12a: Investigative/Special Projects

March 24

Perusall: 3 documents

Visit from Lucas Sullivan

In-class Assignment: *Final project proposal*

Module 12b: Media Law

March 26

Perusall: 4 documents

Assessment: *News & AP Style Challenge No. 9*

In-class Assignment: *Assessing media ethics*

Module 13a: Radio Reporting and Podcasting

March 31

Perusall: 3 documents

Assessment: *News & AP Style Challenge No. 10*

In-class Assignment: *Recording an audio story*

In-class Assignment: *Creating a podcast*

Module 14a: Fake News

April 7

Perusall: 4 documents

In-class Assignment: *Take Assessment on Media Bias at start of class.*

Module 14b: Final Project Work

April 9

DUE: Final Project Drafts

DRAFT

Module 15a: Showing off Final Projects

Dec. 4

DUE: FINAL PROJECT



Module 15b: Sports & Society Extra Credit

April 16

Assignment: *Submit Extra Credit by 9 p.m.*



Comm 2221: Readings

Jan. 9

- The Story of Journalism by Tim Harrower
- Why Journalism Might Actually Be the Class of the Future
- iPad Starter Guide iOS 10 by Apple Education on iBooks

Jan. 14

- Writing the News Story
- The Eight Values That Will Make Your Content 'Newsworthy' | Digital Third Coast
- Advice for Beginning Journalists – Ryan Teague Beckwith – Medium

Jan. 16

- Shaping the News Story
- Birth of the Inverted Pyramid: A Child of Technology, Commerce and History | Poynter

Jan. 21

- Newswriting Basics by Tim Harrower
- The Black Box system for organizing a story - American Press Institute
- Conducting Interviews

Jan. 23

- 5 tips for getting people to go on the record | Poynter
- 15 tips for handling quotes | Poynter
- How to stay impartial during interviews | IJNet

Jan. 28

- Story Structure by Tim Harrower
- Beat Reporting: What Does it Take To Be The Best? | Poynter
- Writing to be Read--Language

Jan. 30

- An Editing Checklist
- Journalism revision checklist

Feb. 4

- 7 Self-Editing Tips for Reporters Without Copy Editors - American Journalism Review
- A News Story Doesn't Have a Headline Any

More. It Has Headlines.

- Copyediting for reporters: How to get the basics right - Journalist's Resource

Feb. 6

- How to Write a Profile Feature Article
- 8 paths to defining a storytelling approach - American Press Institute
- Newswriting Manual-Features
- Ex-Phillies reliever's greatest save - Philly

Feb. 11

- How Successful Journalists Use Social Media
- Social media crackdowns at the Times an... backfire - Columbia Journalism Review
- Twitter dustups are a reminder: Journalists, you are what you tweet | Poynter
- Tips for journalists shooting photos: rookie mistakes, pros and cons | IJNet

Feb. 13

- How to report scientific research to a general audience – Cognitive Daily
- Writing about a research study- Good ex...p in reporting - Journalist's Resource
- Why Reporting On Scientific Research May Warp Findings : NPR

Feb. 18

- The Breaking News Consumer's Handbook: Active Shooter Edition - On The Media - WNYC
- Ohio State identifies deceased student, aims to end Mirror Lake tradition after tragedy | The Lantern
- The Drill for Breaking News - Handbook of Journalism
- Mobile war reporting through live streaming – Journalism trends & technologies – Medium

Feb. 20

- Breaking-news leads - Journalist's Resource
- Covering the Police Beat in Journalism
- Speed up your social newsgathering with these Twitter search shortcuts
- THE IMAGE

Comm 2221: Readings

Feb. 25

- 2 things newsrooms everywhere should do to cover the cops and the community
- Covering and Writing Speeches and Meetings

March 3

- How journalists can improve video stories with shot sequences
- Nine tips for journalists shooting video interviews

March 17

- BBC News - Tips on how to make a video news report
- Chapter Five: Writing for Broadcast | The Process of Writing News
- Five-shot Video checklist
- Shooting Video

March 24

- Investigative Reporting
- Ten Noteworthy Moments In U.S. Investigative Journalism
- These Journalists Spent Two Years and \$750,000 Covering One Story - The Atlantic

March 26

- Can I say that? A legal primer for journalists
- Cardinal Sins
- Fear of screwing up
- Potential Conflicts of Interest

March 31

- Writing a Radio Script
- Recording Audio in the Public Radio Style
- Voicing a Radio Story

April 7

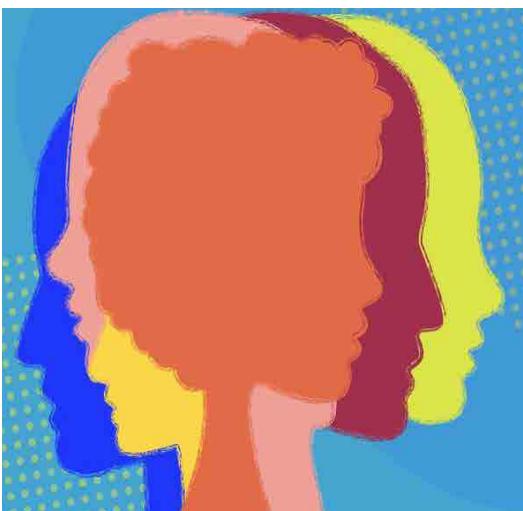
- Combating Fake News- An Agenda for Research and Action - Shorenstein Center
- How to Spot Fake News - FactCheck.org
- Huge MIT Study of 'Fake News': Falsehoods Win on Twitter - The Atlantic
- Thedcgazette.com - Fake news sites to watch out for - Pictures - CBS News

Mental Health: Please Take Care of Yourself

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation.

These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health



services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org.