

Writing for Media

Tuesday/Thursday 11:30 a.m.-1:20 p.m. (Spring 2018)

281 Journalism Building

Welcome to the newsroom: Comm 2221 begins

Comm 2221, Ohio State's class introducing students to journalism, will kick off Jan. 9 for another semester of learning and writing.

Taught by Assistant Professor (clinical) 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 Facebook, FB Live, Instagram and surf online during class time—as it serves to participate in class projects and discussions, 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, or get footage on Lantern TV.

Class success tied to right materials

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

- "Always Get the Name of the Dog: A Guide to Interviewing" (available in iTunes store) \$1.99
- AP Style Book (book, app or online) \$26
- Links and apps listed in Carmen.
- The Lantern in print/online and Lantern TV.
- Columbus Dispatch for iPad (free App, needs digital Dispatch subscription)
- Follow Twitter account (www.twitter.com/Nicole_Kraft) and blog, (<http://nicolekraftosu.wordpress.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 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 Prof. 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. 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 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 in the outside class activities identified during the semester (5 points per activity)

- Take part in School of Communication research, and receive 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.

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 (unless there are serious extenuating circumstances and you notify me two hours BEFORE class).

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

Nicole Kraft would love to meet privately with students who make an appointment, and she’d love to have coffee or lunch.

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. Email 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 email, so if you wish to work on your article one-on-one (which I encourage!), please make an appointment or drop by my office hours.

10. Deadlines are deadlines: Assignments submitted by the pre-determined. 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 paper, 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!

Article writing to be main focus of learning

Here are your assignments for Spring 2018.

In-Class Assignments

(150 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.

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.

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, including legacy (Columbus Dispatch, New York Times, CNN, USA Today, Washington Post) and new media (Huffington Post, Slate, BuzzFeed).

News Story (100 points)

Almost anything can be considered news

Here is a breakdown of your assignments and the point opportunities they provide:

Assignment	Points
In-Class assignments	150
AP Style/News Quiz Games	100
News Story	100
Pin the tail on the Campus	100
Feature	150
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.

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. We will keep the story simple—something that is newsworthy to Ohio State readers. We will focus on the Who, What, When, Where, Why and How of each story. Examples would be action by president’s office, new fee, new business, new appointment, sporting event, etc.

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 inter-

viewing.

Feature Story (150 points)

Feature articles have more of a “lifespans” 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. You will write one feature article this semester on a topic related to the Ohio State community.

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

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 enterprising 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 Nicole 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.

7. Edit your entire layout and all articles.
8. Be prepared to share your with the class.

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 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:

Plan ahead: A deadline is the last minute to turn in material.



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

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 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.

Nicole encouraged students to read the "gentle reminders" and let her know any other ideas for what might augment the class or better serve the learning experience.

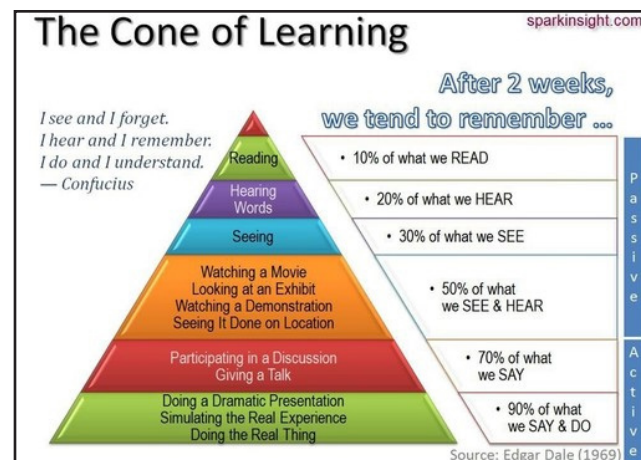
Kraft focus on 'Active Learning,' engaged students

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 said believe 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

cautioned 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 classes aim to prepare students for class, careers in media

Nicole Kraft joined the Ohio State School of Communication faculty in 2010 as an assistant professor of journalism, and this semester she teaches Comm 2221 for the seventh year.

Kraft started her career with the Philadelphia 76ers, working in publicity and statistics while earning her undergraduate degree from Temple University.

She became a news reporter and editor, specializing in politics, government and investigative reporting. She later worked as a Congressional press secretary, and magazine writer and editor.

Kraft, who has a master's degree in Communication from Ohio State and is completing her doctorate in education from Lamar University, is an active magazine writer and covers the Columbus Blue Jackets and other sports for the Associated Press and Columbus Dispatch.

On the academic front, Kraft's focus in teaching and research has been utilizing iPads and iTunes U to create "active learning" environments in journalism classrooms and provide a self-contained learning environment for multimedia journalism. She teaches summers in Ethiopia on distance education pedagogy.

In 2015 she was named an Apple Distinguished Educator, and is currently co-director of the Sports and Society Initiative at Ohio State. She is pursuing a doctorate in global education.

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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?'"



Jake Rahe

Meet TA Jake Rahe

Jake Rahe, a Perrysburg, Ohio native and fourth-year student majoring in journalism, will serve as our teaching assistant this semester, and he is here to help with student writing.

In addition to journalism, Rahe is pursuing minors in Japanese language and video game studies.

Rahe was also the science/medical center/tech/Research beat reporter at The Lantern, and is currently interning at Ohio State's STEAM Factory.

When not doing schoolwork, chances are he is cohosting a podcast, the "Student Slant," or playing video games. He also enjoys spending time with friends and family and watching sports.

After college, he plans to pursue a job in video game journalism or teaching English in Japan.

Kraft: It's Time for Twitter

Treating this class like a job will go a long way toward helping students prepare for post-graduation life, said Nicole Kraft. Their ability to come on time, contribute to discussions, turn in work on time, treat classmates with respect, dress appropriately, and communicate respectfully and clearly in person and in writing will earn professionalism points.

Among the skills students need to master is how to use social media for good and not (potential) evil.

Believe it or not, everything students do or eat is not worth putting on public, open-to-the-world social media. What is worth publishing are the activities, experiences, thoughts, work product and information that will make a potential employer think a student worthy of hiring.

To that end this class will use Twitter, professionally, for every session.

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 as their attendance and initial foray into the professional nature of a social brand.

In addition to posts, students are encouraged 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 of Twitter in "talking" to the word—and learn how to prevent negative impacts. Tweet cannot be just that a student was in class. There has to be a complete thought behind it. Use the hashtag #osunewsclass for all posts.

Please follow the hashtag #osunewsclass and follow Kraft (@nicole_kraft), to be included on the class list.



2221 office space open weekly to meet

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 3045E Derby Hall.

But 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 1:30-3:30 p.m. in 217 Journalism.

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

Yes, there are often cookies served at Writing Bar!



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 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 this website. The site is: <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, 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

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 infor-

Communication apps keep Comm 2221 talking

Comm 2221 does not use email, but that does not mean there are not ample opportunities to communicate. This class will utilize two primary communication apps: Slack for messaging and Zoom for video conferencing. Let's check them out:



Zoom

Zoom unifies cloud video conferencing, simple online meetings, group messaging, and a software-defined conference room solution into one easy-to-use platform. Our solution offers the best video, audio, and wireless screen-sharing experience across Windows, Mac, iOS, Android, Blackberry, Linux, Zoom Rooms, and H.323/SIP room systems. Founded in 2011, Zoom's mission is to develop a

people-centric cloud service that transforms the real-time collaboration experience and improves the quality and effectiveness of communications forever.

To sign-in, simply go to <https://zoom.us> and click on "Login." From there you can Login using Google, Facebook, or your already existing Zoom account.

If you do not have an account with Zoom, you can select "Sign Up" to create a new Zoom account.

Once you have signed up or logged in, click on Host a Meet-

ing, the desktop app will auto-download. Alternatively, you can click on the download footer link at <https://zoom.us> or directly from <https://zoom.us/support/download>

For iOS, visit the Apple App Store and search "zoom"

For Android, visit Google Play and search "zoom"

After you launch the app, you have two options. You can select "Join a Meeting" or "Sign In." If you just want to join a meeting-in-progress click on "Join a meeting." If you would like to log in and start or schedule your own meeting, click on "Sign In."



Slack

Students in Nicole Kraft's Comm 2221 class will be using an app called Slack to communicate inside and outside of class and 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 encourage to sign-up and accept ASAP. There you can send and receive messages to the whole class, and to Nicole and classmates privately.

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

Class materials will make iPads work for

Most of your material will be accessible through Carmen and all assignments will be uploaded there.

There is also extensive information about each assignment on Carmen.

Since we are an iPad class, the required textbooks would be best ordered through your iPad.

You will need to buy AP Stylebook (print or digital), but 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. The cost is about \$25.

To purchase "Always Get the Name of the Dog," visit the iTunes store on your iPad and purchase the iBook edition. It costs \$1.99.

Please review the Diversity Style Guide, created at the Center for Integration and Improvement of Journalism at San Francisco State University, and follow it as a guide to report with "accuracy, authority and sensitivity."

Materials and apps

There will be additional readings of articles every week, and they will be available as links or .pdfs in the Carmen course.

In Carmen you will also have access to numerous other apps, including:

Flipboard
Columbus Dispatch
NPR One
USA Today
AP Mobile
BBC News
Breaking News
The Lantern

New York Times
Notability
Evernote
AudioNote
Videolicious
Google Voice
Interview Assistant
Cogi

Course technology will help writing

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

Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit Carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.

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

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

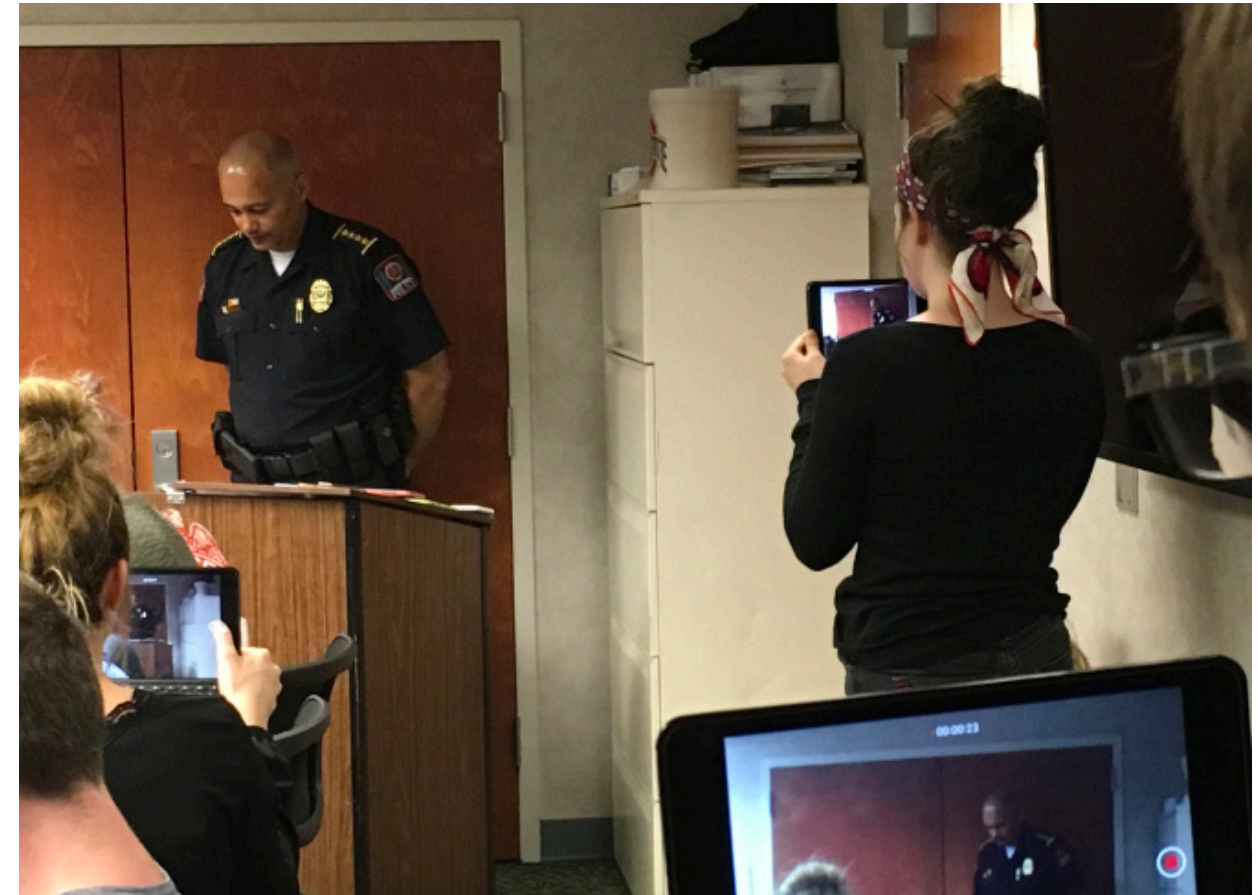
Equipment

Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Software

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.

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



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 Prof. 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 and the Moritz College of Law, 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 an is not news," she said. "That's what our class is all about."



Calendar of Events

 Article
  Rewrite
  **DRAFT**
 Draft

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

<p>Module 1a Jan. 9 Welcome to #osunewsclass: Why journalism matters</p>	<p>Module 1b Jan. 11 Let's talk technology Assignment: Everyone gets an iPad</p>	<p>Module 9a March 6 Midterm Begins AP/Style News Jeopardy Article topic assigned</p>	<p>DRAFT Module 9b March 8 Midterm Completed DUE: MIDTERM ARTICLE DRAFT DUE: MIDTERM ARTICLE</p> 
<p>Module 2a Jan. 16 AP Style & News Value Objectivity, fairness and confusion about both</p>	<p>Module 2b Jan. 18 Story ideas and inverted pyramid writing AP Style/Reading/News Quiz 1</p>	<p>Module 10a March 13 Spring Break</p>	<p>Module 10b March 15 Spring Break</p>
<p>DRAFT Module 3a Jan. 23 The Source Relationship DUE: NEWS ARTICLE DRAFT</p>	<p> Module 3b Jan. 25 Let's get interviewing, First article work DUE: 1ST NEWS ARTICLE</p>	<p>Module 11a March 20 Covering speeches and meetings</p>	<p>Module 11b March 22 Public records, FOIA and meetings AP Style/Reading/News Quiz 7</p>
<p>Module 4a Jan. 30 Story ideas and backgrounding Workshopping articles</p>	<p>Module 4b Feb. 1 Social and multimedia Due: 1ST NEWS ARTICLE REWRITE AP Style/Reading/News Quiz 3</p> 	<p>Module 12a March 27 Broadcast reporting Create Broadcast package with Matt Edwards of NBC4</p>	<p>Module 12a March 29 Radio reporting Create radio broadcast/podcast AP Style/Reading/News Quiz 8</p>
<p>Module 5a Feb. 6 Editing and headlines Reporting with heart</p>	<p>Module 5b Feb. 8 Finding stories, writing with color & editing AP Style/Reading/News Quiz 4</p>	<p>Module 13a April 3 Investigative reporting Final project team work</p>	<p>DRAFT Module 13b April 5 Media law and ethics AP Style/Reading/News Quiz 9 DUE: FINAL PROJECT DRAFT</p>
<p>Module 6a Feb. 13 Writing on Research Working with PR professionals AP Style/Reading/News Quiz 5</p>	<p>DRAFT Module 6b Feb. 15 Feature Writing Work DUE: FEATURE ARTICLE DRAFT DUE: FEATURE ARTICLE</p> 	<p>Module 14a April 10 Fake News</p>	<p>Module 14a April 12 News in the age of Trump AP Style/Reading/News Challenge 10</p>
<p>Module 7a Feb. 20 Pin the Tail on the Campus DUE: PTTOTC Article</p> 	<p>Module 7b Feb. 22 Learning live reporting and breaking news AP Style/Reading/News Quiz 6</p>	<p>Module 15a April 17 Final Project work</p>	<p> Module 15a April 19 DUE: FINAL PROJECTS</p>
<p>Module 8a Feb. 27 Live Simulation: Covering breaking news</p>	<p> Module 8b March 1 Midterm review DUE: FEATURE ARTICLE REWRITE (optional)</p>	