

Course Change Request

Academic Organization and Curriculum Handbook

College **SBS**

Course Bulletin Listing **COMM - COMMUNICATION**

Course Prefix

Course Number **421**

Course Decimal

Full Course Title **News Reporting**

Transcript Title **NEWS REPORTING**

Level **U**

Credit Hours **5**

Course Description  
Designed to help students develop the fundamentals of news writing and reporting.

Terms Offered

Offering Pattern **This year**

Distribution of Class Time **2 2-hr cl.**

Prerequisites  
Prereq: Journal or Comm or Ag Com major or permission of instructor.

Exclusion or Limiting Clause

College **SBS**

Course Bulletin Listing **COMM - COMMUNICATION**

Course Prefix

Course Number **421**  Generic course or decimal subdivision?

Full Course Title **Reporting and Writing Across News Platforms**

Transcript Title **REPORT ACR PLTFRMS**

Level  Undergraduate **Credit Hours 5**  
 Graduate

Proposed Effective Year **10** **Proposed Effective Term Autumn Quarter**

Course Bulletin

Course Description **Designed to help students develop the fundamentals of news writing and reporting.**

Terms Offered **Quarter(s)**  
 Autumn  
 Winter  
 Spring  
 Summer  
 Summer 1  
 Summer 2

Offering Pattern  This year  Every other year

Distribution of Class Time **2 2-hr cl.**  
 Omit distribution of class time from printing?

Prerequisites **Prereq: Journal or Comm or Ag Com major or permission of instructor.**

Electronic enforcement of prerequisites?

Exclusion or Limiting Clause

Not open to students with credit for 421.01 or J Com 421.01.

Not open to students with credit for 421.01 or J Com 421.01.

Repeatable?

Repeatable?

Max Repeatable Credit Hours

Cross

Listed?

Course part of a sequence?

Grade Option L

Grade Option  Letter  S/U  Progress

GEC Course

General Course Information Statement

Honors Statement

Off Campus/Field Experience?

EM Credit?

Admission Condition Course?

Offered in Distance Learning Format?

Service Learning?

General Information

Subject (CIP) Code 090401

Subsidy Level B

If you have questions, please contact Jed Dickhaut @ dickhaut.1@osu.edu.

Expected Section Size 27

Proposed Number of Sections Per Year 3

Course time less than 1 full term or Workshop

Off-campus offering?

Required on Major(s)

Required on Minor(s)

Elective within Major(s)

Elective within Minor(s)

Choice of Major(s)

Choice of Minor(s)

A General Elective

Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. Evidence must be given of whether the budget support will come from reallocation of existing resources or from new program funds.

Updating journalism curriculum to modernize offering

Is approval of this request contingent upon the approval of other course or curricular requests?  Yes  No

Describe any changes in library, equipment, or teaching aids needed

Purpose of the proposed change

Updating Name / Adding more structure to curriculum

Proposed change impacts course contents?

Describe the method of funding if the proposed changes involves budgetary adjustments

Please complete and attach the form(s) on the following page before completing the package.

[Course Supplement Form](#)

**Course Contact Information**

Faculty Name Amy Nathanson

Faculty Email nathanson.7@osu.edu

Contact Name Renda Radcliffe-Sullivan

Contact Dept School of Communication

Contact Email radcliffe-sulliv.1@osu.edu

Contact Phone 292.0451

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**COMM 421: Writing and Reporting across News Platforms**

*Autumn 2010*

**Tuesday/Thursday 11:30 a.m.-1:18 p.m. JR 342**

Instructor: Dan Caterinicchia  
Office: XXXX Derby Hall  
Phone: XXXXXXXX  
Email: xxxxx@osu.edu; dan.cat@gmail.com  
Office hours: M/W, 12-2 p.m.; T/TH, 2-5 p.m., and by appointment

**COURSE DESCRIPTION**

The purpose of this course is to teach you to write simply, concisely and effectively for all media platforms. Developing your “news judgment” also will be keenly important. The course will include lectures, discussions, guest speakers and extensive writing assignments in the classroom and out in the “real world.” Most stories will be written or produced with the OSU campus audience in mind. For this class, that means writing as well as and recording sights and sounds for the Web, or a TV or radio broadcast.

Think about the potential *Lantern* audience, including undergraduate and graduate students, faculty, university officials and staff, local residents and even members of the Ohio General Assembly. What would inform and be important to those readers? No matter what the subject, always remember there often are many sides to a story and your job is to cut through the noise and expose the truth. That can be difficult to do, but this class will help provide you with the necessary foundation, including clear writing, interviewing and fact-checking skills. We'll also talk about ways to ensure that your stories are fair and include proper attribution to reputable sources. For example, if there's a legal matter involved, did you talk to lawyers representing all sides? If you quote someone who says less than positive things about another person or group, did you attempt to get a response? Did you somehow verify the person on the other end of that "tweet" or e-mail is really who they say they are? If the answer to either of those scenarios is No, you're not doing your job.

You will be writing/editing in some form every class. Good writing means re-writing, often many times. You will need to re-write your outside-of-class story assignments to hone your skills and improve the pieces. We'll discuss this process extensively in class.

In this class, we will become our own newsroom. You'll see meetings listed below. These are great opportunities to bolster that participation grade, bounce ideas off your colleagues and get a feel for how stories can evolve over the course of seconds/minutes/days/weeks and months.

**COURSE GOALS**

By the time this class is over, you should be able to write/produce a variety of news stories in various media platforms. That includes seeking publication in *The Lantern* or other outlets.

**REQUIRED READINGS**

*Associated Press Stylebook and Briefing on Media Law* (2009 preferred); available at local bookstores  
*Reporting for the Media* (9th edition); Bender et al; Oxford Press; available at local bookstores  
Other assignments will be available online or on hold at the library.  
All readings should be done prior to the assigned class period.

**RECOMMENDED READINGS**

To best prepare for this class and those news quizzes, read the online versions of *The Washington Post*, *NY Times*, *USA Today*, *Columbus Post-Dispatch*, CNN, Fox News and *The Lantern* every day. Other great journalism resources include *The Poynter Institute*, *Columbia Journalism Review* and *Editor and Publisher* magazine. Read as much as you can from as many different sources as you can. The more you read, the better you'll report and write.

## GRADING CRITERIA

- 20% Midterm
- 20% News Stories and Re-writes
- 25% Feature/Final Project
- 15% Speech story, including re-write
- 10% News Quizzes
- 10% Participation

Letter Grades will be assigned on following point system:

- A: 94-100
- A-: 90-93
- B+: 87-89
- B: 84-86
- B-: 80-83
- C+: 77-79
- C: 74-76
- C-: 70-73
- D+: 67-69
- D: 60-66
- E: below 50-59

## MIDTERM

There will be one midterm exam. It will cover everything that has occurred in class from lectures to news and AP Style quizzes to readings and other assignments. The format will include multiple-choice questions, short answers and an essay. If you know that you will not be in class on the day of the exam, let me know as far in advance as possible and a make-up exam can be given early but no more than a week later. If you miss the exam due to unexcused absence, you will receive a 0.

## WRITTEN ASSIGNMENTS:

All assignments should be typed, double-spaced and turned in at the beginning of class. ALL OUTSIDE CLASS ASSIGNMENTS MUST INCLUDE A CONTACT LIST WITH PHONE NUMBERS AND E-MAILS FROM YOUR SOURCES. I WILL CONTACT SOME OF THESE SOURCES THROUGHOUT THE SEMESTER No handwritten stories will be accepted. Please keep a file of your work so that you can look back at your old assignments and get an idea of progress you're making and areas you need to improve. Please bring that portfolio of your work whenever you meet with me to discuss progress.

## NEWS STORIES AND REWRITES

The subjects of these stories early in the semester will be determined by you, but must be approved by me. Almost anything that can be considered "news" somewhere in the OSU community is fair game. One exception: do NOT cover a speech as you will be doing that later in the semester. Also remember, this course focuses on the basics of newswriting and reporting, so keep the stories simple. That means no one should propose coverage of an OSU basketball game or writing an investigative piece on corruption in the dining hall! Covering an intramural game would be fine. Writing a profile, as long as the subject is willing to take the time needed so you can get the story, also would work. Cover a meeting in the dorms, write about a new

student group or a local business. Write about the weather. Be creative, but remember to KEEP IT SIMPLE and to get the ideas approved by me in-person, in-class or via e-mail.

Good writing means re-writing, often many times. That is why you'll rewrite all of your stories at least once. Rewrites mean more than simply fixing errors in punctuation or grammar. They often entail more reporting and can mean a complete revamp of the original piece. The goal is for the finished product to merit a spot in *The Lantern* or other media outlet.

### **FEATURE/FINAL PROJECT**

The topic is up to you, but must be approved by me by Feb. 9. Choose one of the following:

- 600-word print feature, but must include multimedia ideas for photos, graphics, audio, video, etc., and at least 4 sources, 3 of which require phone or in-person interviews;
- Produce a 90-second audio or video broadcast, complete with script;
- Combine the media in a roughly 400-word story paired with 45-second broadcast, audio or video.

### **SPEECH STORY**

This story is your chance to show everything you have learned about news coverage. Go beyond the speaker's text and paint a "word picture" for your audience. DON'T BE A STENOGRAPHER! Set the scene, interview audience members, outside experts, and the speaker before and after the event, if possible. Like the earlier assignments, I must approve the speech you select in advance. The speech story re-write is particularly important because it will be the last writing assignment of the quarter besides your final project. It's your chance to showcase your reporting, writing and editing skills. Make the most of it.

For all assignments, points will be deducted on assignments using the following system:

Errors in fact: 15 points

Misspelled names: 15 points

Missed ledes: 5 points

Unclear writing: 5 points

Grammatical errors: 5 points

Misspelled words: 5 points

Punctuation and style errors: 1 point

Rules for Ledes:

All news ledes should be no more than 35 words, and every word, including 'the, an, a' counts. Most ledes should be one sentence and in active voice.

Beyond the Lede:

Keep your sentences short. Most paragraphs should be no more than two sentences.

### **NEWS QUIZZES**

The news quizzes will be multiple choice and short answer, drawn from the news sources recommended. I STRONGLY urge you to at least skim those various news Web sites at least once a day. AP Style quizzes will be in the same format and based on specified sections of that text.

### **ATTENDANCE AND PARTICIPATION**

Attendance and participation are required. To be successful in this class, you need to participate. That means asking questions, offering respectful opinions on story ideas discussed in the "421 newsroom," and suggesting helpful edits in small groups and to the class as a whole. Good newsrooms thrive on the collegial interaction between reporters, editors and increasingly, their audience. Our class will do the same. Points will be deducted for anyone making disrespectful comments about another person or idea. Don't surf the Internet,

play computer games or send non-course e-mail during class. Points also will be deducted from your participation grade if you are observed doing these things.

ALL STUDENTS MUST MEET WITH ME AT LEAST ONCE OUTSIDE OF CLASS TO DISCUSS YOUR PROGRESS, FEATURE PROJECTS OR ANYTHING ELSE ON YOUR MIND. IF OFFICE HOURS DON'T WORK, IT IS YOUR RESPONSIBILITY TO SET UP A MEETING WITH ME AT ANOTHER TIME! If you fail to meet with me at least once during office hours or by appointment as outlined above, your participation grade will be lowered by a full letter grade.

### **EXTRA CREDIT**

There will be many opportunities for anyone who wants to do Extra Credit assignments.

### **HOW TO SUCCEED IN THIS CLASS:**

Be on time.

Have your homework completed and ready to turn in.

Read The Lantern and the other news organizations' Web sites noted earlier. Listen to at least one news broadcast every day.

Ask questions when you don't understand something.

Express yourself when you do understand something.

Bring all tools of the trade to every class; books, writing utensils, a notebook, digital recorder, batteries, etc.

Spell check.

Don't just spell check...PROOFREAD and SELF EDIT!

Reading stories aloud can be a great exercise. If you stumble over a sentence or paragraph, chances are it can be simplified and improved.

## **POLICIES AND PROCEDURES**

### **DEADLINES**

The importance of deadlines cannot be stressed enough. If the deadline for an assignment is 1 p.m., that means the copy must be in my hand by 1 p.m. Leave enough time to print and proofread your work. Self-editing is a skill many journalists (and writers in general) fail to maintain over the course of a semester...or a career.

### **MISSED/LATE ASSIGNMENTS/STUDENT ABSENCES**

Excused absences are rare and include emergency situations beyond your control (i.e., an urgent medical condition). In the unusual case of an emergency, it is your responsibility to inform me prior to class or as soon as possible after class to let me know about your absence. You also will need to provide official written documentation for the absence (e.g., a note from a doctor). Non-emergency excused absences may include university-sponsored activities (e.g., required travel for sporting events). Excuses for these kinds of absences must be presented in advance of the absence. No excuses or documentation will be accepted more than one week after the absence.

In-class assignments, such as news and AP Style quizzes, missed for an unexcused absence may not be made up and will mean an automatic 0 for those assignments. Homework assignments not submitted because of an unexcused absence may be turned in late, but will be marked down a minimum of one letter grade. Please contact me via e-mail, or by phone, as far in advance as possible if you know you will be late or absent. Unless I respond to you before that class starts, the absence will be considered unexcused. Nothing will be accepted more than one class late unless extreme circumstances are involved and documented, i.e. you are in the hospital.



**ACADEMIC MISCONDUCT:** For journalists, being honest and ethical is fundamental. Academic misconduct, such as plagiarism or fabrication, will not be tolerated. 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, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct at [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp).

If I suspect that 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 (COAM). 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 the instructor or visit the COAM web page at <http://oaa.osu.edu/coam/home.html>.

**NOTE CONCERNING ATTENDANCE WHILE HAVING FLU-LIKE SYMPTOMS:**

**Students should NOT attend class while ill with influenza.** Students with flu symptoms will be asked to leave class. The illness and self-isolation period will usually be about a week. It is very important that individuals avoid spreading the flu to others.

Most students should be able to complete a successful quarter despite a flu-induced absence. If you are absent due to the flu, you will be provided with a reasonable opportunity to make up missed work. Completion of all assignments and exams assures the greatest chance for students to develop heightened understanding and content mastery that is unavailable through the weighting process. The opportunity to complete all assignments and exams supports the university's desire to enable students to make responsible situational decisions, including the decision to avoid spreading a contagious virus to other students, staff, and faculty, without endangering their academic work.

Students with the flu do not need to provide me with a physician's certification of illness. However, ill students should inform me (but not through personal contact in which there is a risk of exposing others to the virus) as soon as possible that they are absent because of the flu.

**STATEMENT ABOUT DISABILITY SERVICES:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

**COMM 421: REPORTING & WRITING ACROSS NEWS PLATFORMS**  
**DAILY SCHEDULE**  
**Winter 2010**  
**Tuesday/Thursday 11:30 am - 1:18 pm JR 342**

WEEK	DATE	TOPIC	READINGS/EXERCISES	WHAT'S DUE
1	T 1/5	Introduction to Class	Reviewing the basics of newswriting. Review syllabus. News quiz.	Send me a 300-word e-mail explaining what you hope to get out of the course and your writing strengths/weaknesses. Honesty is appreciated.
	Th 1/7	Using news judgment: Journalists are NOT stenographers!	Chapter 1, Journalism Today; Chapter 6, Selecting and Reporting the News. In-class writing. Write a short story on deadline. News quiz.	Study for AP Style quiz #1. News outline due.
2	T 1/12	Writing ledes—the 5 W's and How! AP Style quiz	Chapter 2, The Basics: Format, Copy Editing and AP Style; Chapter 3, Grammar and Spelling. AP Style quiz. News quiz.	News story due.
	Th 1/14	More on ledes/headlines and their importance in the 24/7, global news cycle.	Chapter 7, Basic News Leads; Chapter 8, Alternative Leads. In-class headline/tweet and lede writing. News quiz.	Study for AP Style quiz #2.
3	T 1/19	Putting the story together-- what is this inverted pyramid thing and is it relevant?	Chapter 9, The Body of a News. Story AP Style quiz. News quiz. Edit re-writes in class.	News re-write due.
	Th 1/21	Journalism-speak. Avoiding jargon and keeping it simple.	Chapter 4, Newswriting Style; Chapter 5, Language of News. News quiz.	Re-submit news re-write. Study for AP Style quiz #3.
4	T 1/26	It's all about style. Knowing the basics.	AP Style quiz. News quiz.	Outline news story #2.
	Th 1/28	Writing/broadcasting/reporting/tweeting on deadline. More on the power of headlines.	Peer editing. News quiz.	Second story due. Study for AP Style Quiz #4.
5	T 2/2	Objectivity; Observation vs. Opinion.	Editing the work of a "pro." AP Style quiz. News quiz.	Bring examples of observation and opinion in news stories to next class.
	Th 2/4	Interviewing and attribution.	Chapters 10, Quotes and Attribution; Chapter 11, Interviews. First meeting of the 421 newsroom. Putting it all together, discussing feature ideas in groups and as a class	Bring feature idea to class.
6	T 2/9	Covering meetings/speeches in the Digital Age.	Chapter 15, Feature Stories. Discuss feature ideas	Deadline for approval of Feature project idea. Study for Final AP Style quiz..
	Th 2/11	Possible guest speaker on staying ahead in a "modern" newsroom.	Be prepared to take notes on speech given in class and file on deadline. Final AP Style quiz. News quiz.	Second story re-writes
7	T 2/16	Story evolution/beat coverage.	The 421 newsroom midway meeting. Midterm review	Study for midterm
	Th 2/18	Midterm	Midterm	<b>Midterm</b>

8	T 2/23	Broadcast style and writing for the Web. Let's blog!	Chapter 21, Ethics	Outline of Final project due
	Th 2/25	Blogs, social media (Facebook, Twitter, etc.) and their role in the newsroom.	Third meeting of the 421 newsroom.	Speech story due. Prep for broadcast in next class.
9	T 3/2	Possible guest speaker to discuss writing for the Web.	Be prepared to read a 1-minute broadcast in front of the class; must include news from at least 3 of the following areas: politics, sports, entertainment, weather, crime, health, international affairs. You may also prep a 1-minute digital video that we can watch, but permission for that is needed in advance. Everyone must turn in scripts.	Blogs should be updated to note work on outside-of-class stories and feature project.
	Th 3-4	More on writing for the Web and blogs.	In-class editing of professional work. Continue broadcasts. News quiz.	Speech rewrite due. Bring an example of a multimedia project you admire to class.
10	T 3/9	What have we learned and where do we go from here? What will the newsroom of the future look like?	Multimedia discussion. What works? What doesn't and why? Review class blogs. News quiz.	Be prepared to discuss a blog, Twitter feed or other Web site you read for news or enjoyment. If you don't read any, find one and be ready to do a roughly 1-minute pitch that gets others interested. Self-promotion is becoming a bigger part of journalism every day...for better or worse
	Th 3/11	There is no perfect story...but we should always keep trying.	Edit the editor! Last meeting of the 421 newsroom.	Feature/Final project due.
FINALS WEEK				

Course Change Request

Academic Organization and Curriculum Handbook

College **SBS**

Course Bulletin Listing **COMM - COMMUNICATION**

Course Prefix

Course Number **621**

Course Decimal

Full Course Title **Topics in Public Affairs Journalism**

Transcript Title **TOPCS PUB AFF JOUR**

Level **U G**

Credit Hours **5**

Course Description  
Instruction and practice in specified topics pertaining to public affairs, such as government, courts, politics, finance, urban affairs, science, and culture.

Terms Offered

Offering Pattern **This year**

Distribution of Class Time **2 2-hr cl, arr off-campus field experiences.**

Prerequisites  
Prereq: Journal or agr communic major, or grad standing, or permission of instructor.

Exclusion or Limiting Clause

College **SBS**

Course Bulletin Listing **COMM - COMMUNICATION**

Course Prefix **Course Number 621**  Generic course or decimal subdivision?

Full Course Title **Enterprise Reporting in Diverse Communities**

Transcript Title **ENTERPRISE REPORT**

Level  Undergraduate **Credit Hours 5**

Proposed Effective Year **10** **Proposed Effective Term Autumn Quarter**

Course Bulletin

Course Description  
Instruction and practice in specified topics pertaining to public affairs, such as government, courts, politics, finance, urban affairs, science, and culture.

Terms Offered **Quarter(s)**

Autumn

Winter

Spring

Summer

Summer 1

Summer 2

Offering Pattern  This year  Every other year

Distribution of Class Time **2 2-hr cl, arr off-campus field experiences**

Omit distribution of class time from printing?

Prerequisites  
Prereq: Journal or agr communic major, or grad standing; COMM 421 and COMM 422; or permission of instructor.

Electronic enforcement of prerequisites?

Exclusion or Limiting Clause

Not open to students with credit for J Com 621.

Not open to students with credit for J Com 621.

Repeatable?

Max Repeatable Credit Hours 15

Grade Option L

Honors Statement

Repeatable?

Max Repeatable Credit Hours 15

Cross Listed?

Course part of a sequence?

Grade Option  Letter  S/U  Progress

GEC Course

General Course Information Statement

- Off Campus/Field Experience?
- EM Credit?
- Admission Condition Course?
- Offered in Distance Learning Format?
- Service Learning?

General Information

Subject (CIP) Code 090902

Subsidy Level M

If you have questions, please contact Jed Dickhaut @ dickhaut.1@osu.edu.

Expected Section Size 30

Proposed Number of Sections Per Year 1

- Course time less than 1 full term or Workshop
- Off-campus offering?
- Required on Major(s)
- Required on Minor(s)
- Elective within Major(s)
- Elective within Minor(s)
- Choice of Major(s)
- Choice of Minor(s)

A General Elective

Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. Evidence must be given of whether the budget support will come from reallocation of existing resources or from new program funds.

updating journalism curriculum modernizing offering

Is approval of this request contingent upon the approval of other course or curricular requests?  Yes  No

Describe any changes in library, equipment, or teaching aids needed

**Purpose of the proposed change**

Updating Course Name / Adding more structure to curriculum

Proposed change impacts course contents?

Describe the method of funding if the proposed changes involves budgetary adjustments

Please complete and attach the form(s) on the following page before completing the package.

[Course Supplement Form](#)

**Course Contact Information**

**Faculty Name** Amy Nathanson

**Faculty Email** nathanson.7@osu.edu

**Contact Name** Renda Radcliffe-Sullivan

**Contact Dept** School of Communication

**Contact Email** radcliffe-sulliv.1@osu.edu

**Contact Phone** 292.0451

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**COMM 621: Enterprise Reporting in Diverse Communities**  
**Autumn 2010**  
**Tuesday/Thursday XXXXX XXX**

Instructor: Dan Caterinicchia  
Office: XXXX Derby Hall  
Phone: XXXXXXXX  
Email: xxxxx@osu.edu; dan.cat@gmail.com  
Office hours: TBD

**COURSE DESCRIPTION**

This course is designed to produce multimedia journalism projects that move beyond the basic newswriting drills and skills you mastered in COMM 421 and 422. You will become well versed in traditional examples of diversity reporting, which include projects about people of different races, ethnicities, socio-economic classes and ages. We'll also explore reporting on government/politics, sports, business and science/health care. But you will be pushed to dig even deeper. Diversity of thought is what we're really after. A diverse community can be one based on a common occupation, like farming or engineering. It may include a group of people with a unique interest or skill, like playing musical instruments, speaking foreign languages or designing video games and iPhone applications. Or perhaps it's a bit more serious, like communities linked by war, homelessness, crime or addiction. No matter what "diverse community" becomes your focus, you will need to use a 7-step process to fully report on it and produce a professional-level multimedia project.

**COURSE GOALS**

The goal is to get all or part of your enterprise project published in *The Lantern* or another media organization. Whether a newsroom is in your future or not, the skills you accumulate throughout the quarter -- in-depth research, reporting, critical thinking and interviewing -- will benefit you in any academic or professional environment that requires thinking and acting "outside the box." You will have immersed yourself in a part of the world that you had not known nearly as well before. That experience should be worthwhile at a minimum. It may prove to be unforgettable.

**REQUIRED READINGS**

*Associated Press Stylebook and Briefing on Media Law* (2009 preferred); available at local bookstores.

*The Two W's of Journalism: The Why and What of Public Affairs Reporting*; Davis Merritt and Maxwell McCombs; available at local bookstores.

*Journalism Across Cultures*, Fritz Cropp, Cynthia M. Frisby, Dean Mills; available at local bookstores.

Other assignments will be available online or on hold at the library.

All readings should be done prior to the assigned class period..

**RECOMMENDED READINGS**



Read the online versions of *The Washington Post*, *NY Times*, and any other newspaper, magazine or journalism site you can find that has well written and produced multimedia projects on diverse communities. Read, view, listen and interact as much as you can from as many different sources as you can. The more you do, the better you'll report, write and produce.

## **GRADING CRITERIA**

- 35% Final Project
- 20% Midterm
- 5% SPJ presentations
- 5% Discussion groups/participation
- 10% Profile
- 10% Blog
- 10% Book review
- 5% Project outline

Letter Grades will be assigned on following point system:

- A: 94-100
- A-: 90-93
- B+: 87-89
- B: 84-86
- B-: 80-83
- C+: 77-79
- C: 74-76
- C-: 70-73
- D+: 67-69
- D: 60-66
- E: below 50-59

## **MIDTERM**

There will be one midterm exam. It will cover everything that has occurred in class from lectures to SPJ presentations, and the two texts. The format will include multiple-choice questions, short answers and an essay. If you know that you will not be in class on the day of the exam, let me know as far in advance as possible and a make-up exam can be given early but no more than a week later. If you miss the exam due to unexcused absence, you will receive a 0.

## **WRITTEN ASSIGNMENTS:**

All assignments should be typed, double-spaced and turned in at the beginning of class. ALL OUTSIDE CLASS ASSIGNMENTS MUST INCLUDE A CONTACT LIST WITH PHONE NUMBERS AND E-MAILS FROM YOUR SOURCES. I WILL CONTACT SOME OF THESE SOURCES THROUGHOUT THE SEMESTER. No handwritten stories will be accepted. Please keep a file of your work so that you can look back at your old assignments and get an idea of progress you're making and areas you need to improve. Please bring that portfolio of your work whenever you meet with me to discuss progress.

## **FINAL PROJECT**

Your final project will be completed using a 7-step process. Some parts of the process will be graded and will contribute to your final grade in the class.

1. Identify the community of interest. Use traditional print library resources, Web sites and social media like Facebook and Twitter to find a local person or group on which to focus.

2. Research. Using the sources above, along with in-person or telephone interviews, write a 1-2 page **outline** of the group selected. The outline should include local, national and international data points. For example, if the project's focus is World War II veterans, the outline could note how many of them live in the Columbus area, in the U.S. and worldwide. Census data and other sources like the VFW can help with this. **The due date for the project outline is Jan. 19 or before.**

You also will **review a book** used to prepare for this assignment and write it with the goal of publication in a national newspaper or a niche publication that serves the community you're researching. The review should be no more than 1,000 words and include specific examples/passages from the book to support whatever point you're trying to make. **The due date for the book review is March 2 or before.** You may review a second book for extra credit.

3. Report. Do in-depth interviews outside of class with one or more people in this group, as well as experts who study this community. All interviews should be recorded using audio or video equipment and fully transcribed. These notes will be invaluable for identifying the real story later on and for the blogs that you are required to keep to update your progress throughout the quarter. The blogs also should be used to showcase interesting interviews or research that don't make it into the final project.

4. Write/produce. Start putting everything together into a multimedia package that includes as many of the following as possible: text, photos, audio, video, graphics. Produce a short, written and/or video **profile** of someone who will play prominently in the final project. **The due date for the profile is Feb. 9.** A second profile can be done for extra credit.

5. Review/edit. You should be doing this constantly. Class time also will be used to do it in small groups...or as the "621 newsroom." If something comes up outside of class that you'd like to get some ideas or feedback on, the class can create its own Web site, chat room or even Facebook page to post ideas, questions, or problems.

6. Rewrite, re-record, re-shoot, re-research and redo anything needed to complete the final project. Interaction with the "diverse community" being studied, the blogs, as well as discussions with classmates and the instructor should aid this process.

7. Completion of **final project**. Put it all together in the most effective way possible using words, images, sights and sounds. The goal again is to get all or part of the project used by The Lantern or another media organization. **The due date for the final project is March 11.**

## STUDENT PRESENTATIONS

During many classes, two students will make a presentations of 5-10 minutes each on a Web site linked to the Society of Professional Journalists' "Journalist's Toolbox" at [www.spjvideo.org/jtb](http://www.spjvideo.org/jtb). The topics and presentation dates will be assigned randomly. Presentations should include explanations of why the site is recommended by SPJ and why it would be useful for reporters working on projects like yours. Quickly walk the class through the site and then highlight the most useful function or tip gleaned from it. Before the presentation, the student should submit a short, typed report with your name, the date, the Web site's name, address and other details, and a brief summary of its highlights. (Additional presentations can be done for extra credit from the SPJ or other sites with my permission)

## **BLOGS**

**Each student will create a blog and refine it throughout the quarter. The blogs will be used to record your progress on the final project. You can link to articles/sites that produce stories on the communities that you or your classmates are exploring. You also may do entries after conducting interviews that highlight some of the most interesting aspects of that session. These entries can help you to best organize the final project later on as some things gain prominence and others fade out of the main picture. Photos, audio and video clips and other research you do can be posted on your blogs to enhance the site. You may also be asked to post your book reviews on the blogs as well as any extra-credit assignments. The style on these blogs can be a bit different than your finished print/multimedia projects to reflect breaking news, opinions and other nuances of writing for the Web so feel free to be creative. But ACCURACY AND FAIRNESS SHOULD NEVER BE SACRIFICED.**

### **Discussion Groups/Participation:**

Once your project topics are approved, the students will be divided into discussion groups that will meet during some class periods (and encouraged to meet outside of class or "online" as needed) to brainstorm ideas on those projects, as well as discuss required readings, lectures, examples of reporting on various communities, etc. Your input and participation in these groups and in general class periods will be the foundation of your participation grade.

## **DEADLINES**

The importance of deadlines cannot be stressed enough. If the deadline for an assignment is Jan. 10, that means the copy must be in my hand at the BEGINNING of class on Jan. 10. Leave enough time to print and proofread your work. Self-editing is a skill many journalists (and writers in general) fail to maintain over the course of a semester...or a career.

## **POLICIES AND PROCEDURES**

### **MISSED/LATE ASSIGNMENTS/STUDENT ABSENCES**

Excused absences are rare and include emergency situations beyond your control (i.e., an urgent medical condition). In the unusual case of an emergency, it is your responsibility to inform me prior to class or as soon as possible after class to let me know about your absence. You also will need to provide official written documentation for the absence (e.g., a note from a doctor). Non-emergency excused absences may include university-sponsored activities (e.g., required travel for sporting events). Excuses for these kinds of absences must be presented in advance of the absence. No excuses or documentation will be accepted more than one week after the absence.

In-class assignments, such as news and AP Style quizzes, missed for an unexcused absence may not be made up and will mean an automatic 0 for those assignments. Homework assignments not submitted because of an unexcused absence may be turned in late, but will be marked down a minimum of one letter grade. Please contact me via e-mail, or by phone, as far in advance as possible if you know you will be late or absent. Unless I respond to you before that class starts, the absence will be considered unexcused. Nothing will be accepted more than one class late unless extreme circumstances are involved and documented, i.e. you are in the hospital.

**ACADEMIC MISCONDUCT:** For journalists, being honest and ethical is fundamental. Academic misconduct, such as plagiarism or fabrication, will not be tolerated. 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, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct at [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp).

If I suspect that 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 (COAM). 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 the instructor or visit the COAM web page at <http://oaa.osu.edu/coam/home.html>.

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Students with the flu do not need to provide me with a physician's certification of illness. However, ill students should inform me (but not through personal contact in which there is a risk of exposing others to the virus) as soon as possible that they are absent because of the flu.

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located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307,  
TDD 292-0901; <http://www.ods.ohio-state.edu>

**DAILY SCHEDULE**

WEEK	DATE	TOPIC	READINGS/EXERCISES	WHAT'S DUE
1	T 1/5	Introduction to Class. Reporting on diverse communities requires diversity of thought.	Review syllabus.	
	Th 1/7	State of newsrooms: are they diverse? Not nearly as much as their audiences are	Merritt intro and Ch. 1; Knight Foundation reports on newsroom diversity; discussion	
2	T 1/12	Tools: FOIA/Edgar/Census/etc.; Identifying groups to study.	Merritt Ch. 2-3; discussion	
	Th 1/14	Moving beyond basic research. Digging into the data and using social media.	Merritt Ch. 4-5, 19; SPJ presentations	
3	T 1/19	How social media can aid the reporting process and finding diverse sources.	Merritt Ch. 6-7; SPJ presentations; Peer review the outlines	<b>Project outline due. Blogs begin.</b>
	Th 1/21	How the 24/7 global news cycle has changed the game..mostly for the better.	Merritt Ch. 8-9; SPJ presentations	
4	T 1/26	How the 24/7 global news cycle has changed the game..sometimes for the worse.	Merritt Ch. 10-12; SPJ presentations	<b>Bring in examples of stories/broadcasts/multimedia on your group</b>
	Th 1/28	Telling stories in the Digital Age: more than ink on paper and still photographs.	Cropp Ch. 1-2; SPJ presentations	
5	T 2/2	Advanced interviewing techniques.	Cropp Ch. 3-4	
	Th 2/4	Government/politics –a very diverse community.	Cropp Ch. 5-6; Group discussions	
6	T 2/9	Possible guest speaker	Cropp 7-8; Group discussions	<b>Profile due. Blogs updated.</b>
	Th 2/11	The state of reporting on diverse communities. Who does it well and why?	Cropp 9-10; Group discussions	
7	T 2/16	Identifying and avoiding bias.	Cropp 11; Midway meeting of 621 newsroom	Study for midterm
	Th 2/18	Midterm	Midterm	<b>Midterm</b>
8	T 2/23	Possible guest speaker.	SPJ presentations; Group discussions; Blog work.	
	Th 2/25	Business reporting.	SPJ presentations; Group discussions; Edit the editor!	
9	T 3/2	Science/ health care reporting.	SPJ presentations; Meeting of 621 newsroom	<b>Book review due. Blogs updated.</b>
	Th 3-4	Sports reporting.	SPJ presentations; Group discussions	<b>All extra credit assignments due.</b>
10	T 3/9	Editing in various formats. Putting the finishing touches on those projects.	Edit the editor!	
	Th 3/11	Review of the semester.	Final meeting of the 621 newsroom.	<b>Feature/Final project due.</b>
<b>FINALS WEEK</b>				



Course Change Request

Academic Organization and Curriculum Handbook

College **SBS**  
 Course Bulletin Listing **COMM - COMMUNICATION**  
 Course Prefix  
 Course Number **422**  
 Course Decimal  
 Full Course Title **News Editing**  
 Transcript Title **NEWS EDITING**  
 Level **U**  
 Credit Hours **5**

College SBS  
 Course Bulletin Listing COMM - COMMUNICATION  
 Course Prefix Course Number 422  Generic course or decimal subdivision?

Full Course Title News Media Presentation

Transcript Title NEWS PRESENTATION

Level  Undergraduate  Graduate Credit Hours 5

Proposed Effective Year 10 Proposed Effective Term Autumn Quarter

Course Description

The goal of 422 is to help students become better writers, editors and visual communicators.

Course Bulletin

Course Description The goal of 422 is to help students become better writers, editors and visual communicators.

Terms Offered

Terms Offered Quarter(s)  
 Autumn  
 Winter  
 Spring  
 Summer  
 Summer 1  
 Summer 2

Offering Pattern **This year**

Offering Pattern  This year  Every other year

Distribution of Class Time **2 2-hr cl.**

Distribution of Class Time 2 2-hr cl.

Omit distribution of class time from printing?

Prerequisites

Prereq: 421 and Journal or Comm or Ag Comm major or permission of instructor.

Prerequisites Prereq: 421 and Journal or Comm or Ag Comm major or permission of instructor.

Electronic enforcement of prerequisites?

Exclusion or Limiting Clause

Exclusion or Limiting Clause



Repeatable?

Max Repeatable  
Credit Hours

Grade Option **L**

Honors Statement

Repeatable?

Cross  
Listed?

Course part of a  
sequence?

Grade Option  Letter  S/U  Progress

GEC Course

General Course  
Information  
Statement

Off Campus/Field Experience?

EM Credit?

Admission Condition Course?

Offered in Distance Learning Format?

Service Learning?

General Information

Subject (CIP) Code 090401

Subsidy Level B

If you have questions, please contact Jed Dickhaut @ [dickhaut.1@osu.edu](mailto:dickhaut.1@osu.edu).

Expected Section Size 27

Proposed Number of Sections Per Year 6

Course time less than 1 full term or Workshop

Off-campus offering?

Required on Major(s)

Required on Minor(s)

Elective within Major(s)

Elective within Minor(s)

Choice of Major(s)

Choice of Minor(s)

A General Elective

Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. Evidence must be given of whether the budget support will come from reallocation of existing resources or from new program funds.

updating journalism curriculum modernizing offering

Is approval of this request contingent upon the approval of other course or curricular requests?  Yes  No

Describe any changes in library, equipment, or teaching aids needed

**Purpose of the proposed change**

Updating Name / Adding more structure to curriculum.

Proposed change impacts course contents?

Describe the method of funding if the proposed changes involves budgetary adjustments

Please complete and attach the form(s) on the following page before completing the package.

[Course Supplement Form](#)

**Course Contact Information**

Faculty Name Amy Nathanson

Faculty Email nathanson.7@osu.edu

Contact Name Renda Radcliffe-Sullivan

Contact Dept School of Communication

Contact Email radcliffe-sulliv.1@osu.edu

Contact Phone 292.0451

Save

Validate

**COMM 422: News Media Presentation  
Autumn 2010**

**Monday/Wednesday 9:30 am - 11:18 pm JR 270**  
**Tuesday/Thursday 9:30 am - 11:18 pm JR 342**

Instructor: Dan Caterinicchia  
Office: XXXX Derby Hall  
Phone: XXXXXXXX  
Email: xxxxx@osu.edu; dan.cat@gmail.com  
Office hours: M/W, 12-2 p.m.; T/TH, 2-5 p.m., and by appointment

**COURSE DESCRIPTION**

Writers write and editors edit, right? Halfway there. Writers also edit and editors also write. A journalism organization can't have one without the other and be successful. And in the multimedia world, editing is more than cleaning up bad grammar, writing better headlines and suggesting new ledes. It can mean offering advice on the best audio or video clip to run online, or suggesting a better layout and links for a blog or other Web site. In this class, you will write and you will edit. A lot. You will edit your own work, your classmates' work, and perhaps my work.

The purpose of this course is to teach you the basics of story writing, editing and presentation in a multimedia world. That means focusing on grammar, punctuation and style; storytelling and editing in various platforms; and packaging news for print and online audiences. We'll also discuss social media, the advantages and pitfalls in a newsroom environment, as well as pitching stories to your editors or as a freelancer.

**COURSE GOALS**

By the time this course is over, you should be able to walk into a professional newsroom and contribute as an editor from your first day on the job! That means the ability to report, write and produce high-quality journalism in whatever form is required.

**REQUIRED READINGS**

*Associated Press Stylebook and Briefing on Media Law* (2009 preferred); available at local bookstores

Other assignments will be available online or on hold at the library.

All readings should be done prior to the assigned class period.

**RECOMMENDED READINGS**

Bowles, D., & Borden, D. (2007). *Creative Editing* (5<sup>th</sup> edition). Thomson/Wadsworth.

Stovall, J. G., & Mullins, E. (2006). *The Complete Editor* (2<sup>nd</sup> edition). Allyn and Bacon.

To best prepare for this class and those news quizzes, read the online versions of *The Washington Post*, *NY Times*, *USA Today*, *Columbus Post-Dispatch*, CNN, Fox News and *The Lantern* every day. Other great journalism resources include *The Poynter Institute*, *Columbia Journalism Review* and *Editor and Publisher* magazine. Read as much as you can from as many different sources as you can. The more you read, the better you'll report, write and edit.

### GRADING CRITERIA

- 10% Weather story
- 10% Profile story
- 15% Speech story *is that "event story"?*
- 25% Final Project
- 20% Midterm
- 5% News/AP Style quizzes
- 5% Participation
- 10% Blog

Letter Grades will be assigned on following point system:

- A: 94-100
- A-: 90-93
- B+: 87-89
- B: 84-86
- B-: 80-83
- C+: 77-79
- C: 74-76
- C-: 70-73
- D+: 67-69
- D: 60-66
- E: below 50-59

### MIDTERM

There will be one midterm exam. It will cover everything that has occurred in class from lectures to news and AP Style quizzes to readings and other assignments. The format will include multiple-choice questions, short answers, editing exercises and an essay. If you know that you will not be in class on the day of the exam (due to an excused absence), let me know as far in advance as possible and a make-up exam can be given early but no more than a week later. If you miss the exam due to unexcused absence, you will receive a 0.

### WRITTEN ASSIGNMENTS:

All assignments should be typed, double-spaced and TWO COPIES turned in at the beginning of class. ALL OUTSIDE CLASS ASSIGNMENTS MUST INCLUDE A CONTACT LIST WITH PHONE NUMBERS AND E-MAILS FROM YOUR SOURCES. I WILL CONTACT SOME OF THESE SOURCES THROUGHOUT THE SEMESTER No handwritten stories will be accepted. Please keep a file of your work so that you can look back at your old assignments and get an idea of progress you're making and areas you need to improve. Please bring that portfolio of your work whenever you meet with me to discuss progress.

### ***WEATHER, PROFILE and EVENT STORIES/EDITS/REWRITES***

The subjects of these stories early will be determined by you, but must be approved by me. They are designed to show your progress as a writer and editor throughout the quarter. For each assignment, you will write a story that will be edited by me...and at least one of your classmates. That means you will be the editor (and writer) every time. As a writer, I encourage you to be creative, but KEEP IT SIMPLE. As an editor, I encourage you to be respectful, full of suggestions and meticulous in your reviews of everything from word choice to sentence structure to source selection and organization. You will edit some assignments on a tight deadline, others over a longer period of time. The best way to become comfortable editing other people's work is to be ruthless when editing your own. The best writers are the best self-editors!

The Weather story must be 500-600 words; the Profile story 700-800 words; and the Event story 900-1,000 words. You will be graded not only on your writing and multimedia production, but also on your editing of your classmate's work. Since you will be turning in two copies of every assignment, I'll be able to see what you contributed to the assignment as both a writer and editor.

Good writing means re-writing, often many times. That is why you'll rewrite all of your stories at least once. Rewrites mean more than simply fixing errors in punctuation or grammar. They often entail more reporting and can mean a complete revamp of the original piece. The goal is for the finished products to merit a spot in *The Lantern* or other media outlet. Your final grade on each of these assignments will be based on the original story (40 percent), the edit of your classmate's work (10 percent), and the re-write (50 percent).

### ***FEATURE/FINAL PROJECT***

The topic is up to you, but must be approved by me by Feb. 9. Choose one of the following:

- 1200-word print feature, but must include some multimedia element like photos, graphics, audio, video, etc., and at least 6 sources, 4 of which require phone or in-person interviews;
- Produce a 3-minute audio or video broadcast, complete with script;
- Combine the media in a roughly 600-word story paired with 90-second broadcast, audio or video.

For all assignments, points will be deducted using the following system:

Errors in fact: 15 points

Misspelled names: 15 points

Missed leads: 5 points

Unclear writing: 5 points

Grammatical errors: 5 points

Misspelled words: 5 points

Punctuation and style errors: 1 point

### ***NEWS QUIZZES***

The news quizzes will be multiple choice and short answer, drawn from the news sources recommended. I STRONGLY urge you to at least skim those various news Web sites at least

once a day. AP Style quizzes will be in the same format and based on specified sections of that text.

### **BLOGS**

Each student will create a blog and refine it throughout the quarter. The blogs will be a chance for you to link to articles/sites from other media that produced weather, profile and other stories similar to yours. You will need to praise or critique those other stories, where appropriate. You may also be asked to post all or part of your story re-writes on your blog, or to do short entries that include information and sources that did not make it into the final articles. As the quarter progresses, your blog should be enhanced with crisper writing as well as with photos, video, audio clips and anything else you feel showcases the progress you are making as a journalist. The style on these blogs can be a bit different than your print stories to reflect breaking news, opinions and other nuances of writing for the Web. That being said, **ACCURACY AND FAIRNESS SHOULD NEVER BE SACRIFICED.**

### **ATTENDANCE AND PARTICIPATION**

Attendance and participation are required. To be successful in this class, you need to participate. That means asking questions, offering respectful opinions on story ideas discussed in the "422 newsroom," and suggesting helpful edits in small groups and to the class as a whole. Good newsrooms thrive on the collegial interaction between reporters, editors and increasingly, their audience. Our class will do the same. Points will be deducted for anyone making disrespectful comments about another person or idea. Don't surf the Internet, play computer games or send non-course e-mail during class. Points also will be deducted from your participation grade if you are observed doing these things.

**ALL STUDENTS MUST MEET WITH ME AT LEAST ONCE OUTSIDE OF CLASS TO DISCUSS YOUR PROGRESS, FEATURE PROJECTS OR ANYTHING ELSE ON YOUR MIND. IF OFFICE HOURS DON'T WORK, IT IS YOUR RESPONSIBILITY TO SET UP A MEETING WITH ME AT ANOTHER TIME!** If you fail to meet with me at least once during office hours or by appointment as outlined above, your participation grade will be lowered by a full letter grade.

### **EXTRA CREDIT**

There will be many opportunities for anyone who wants to do Extra Credit assignments.

### **HOW TO SUCCEED IN THIS CLASS:**

Be on time.

Have your homework completed and ready to turn in.

Read *The Lantern* and the other news organizations' Web sites noted earlier. Listen to at least one news broadcast every day.

Ask questions when you don't understand something.

Express yourself when you do understand something.

Bring all tools of the trade to every class; books, writing utensils, a notebook, digital recorder, batteries, etc.

Spell check.

Don't just spell check...**PROOFREAD and SELF EDIT!**

Reading stories aloud can be a great exercise. If you stumble over a sentence or paragraph, chances are it can be simplified and improved.

## **POLICIES AND PROCEDURES**

### **DEADLINES**

The importance of deadlines cannot be stressed enough. If the deadline for an assignment is 1 p.m., that means the copy must be in my hand by 11 a.m. Leave enough time to print and proofread your work. Self-editing is a skill many journalists (and writers in general) fail to maintain over the course of a quarter...or a career.

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**COMM 422: MEDIA PRESENTATION  
DAILY SCHEDULE**

WEEK	DATE	TOPIC	READINGS/EXERCISES	WHAT'S DUE
1	T 1/5	Introduction to Class	Review syllabus.	Send me a 300-word e-mail detailing your writing/editing strengths and weaknesses. Honesty is appreciated.
	Th 1/7	Do you have a nose for news? The importance of news judgment and how stories can evolve minute-by-minute and day-by-day in 24/7 news cycle.	In-class editing. Using news judgment and editing on deadline. News quiz.	Weather story assigned. Study for AP Style quiz #1.
2	T 1/12	There are many right (and wrong) ways to cover the news. Editing is key.	Compare/contrast how 2 different news organization from daily reading list handled same print story. AP Style quiz. News quiz.	Weather story outline.
	Th 1/14	How news breaks in the age of Twitter: Can you keep up?	Editing weather stories. News quiz.	Weather story due. Study for AP Style quiz #2.
3	T 1/19	Writing/producing a profile, why it's important long after the story is done. Source-building no matter what your preferred medium is	Read a profile and critique it individually and as a group. AP Style quiz. News quiz.	Prepare list of possible profile subjects. Bring a profile to discuss for next class.
	Th 1/21	What makes for a good interview? Getting beyond the "canned quotes" in writing and editing.	In-class interviewing drills. News quiz.	Study for AP Style quiz #3. Profile outline.
4	T 1/26	Possible guest speaker who works in modern newsroom.	AP Style quiz. News quiz. Editing profiles.	Profile story due.
	Th 1/28	The news conference...cutting to the chase, and cutting what is not needed from lazy coverage.	Be prepared to cover a news conference in class and file/edit on deadline.	Prepare for discussion on a blog that attempted to cover an event on deadline. What worked and what didn't?
5	T 2/2	Writing and editing for the Web. Speed counts, but not if you're wrong.	Discussion/critiques of blogs. In-class editing of professional work. News quiz.	Find an event to cover and submit for approval. Weather re-write due.
	Th 2/4	Editing broadcasts. How to fit all that news in 30 minutes...or 30 seconds.	Everyone will create a blog in class that will be enhanced throughout the rest of the semester.	Prep for broadcast story.
6	T 2/9	In-class broadcasts.	Read 2-minute broadcast in front of the class; must include a short editorial at the end on a topic of your choosing and news from at least 4 of the following areas: politics, sports, entertainment, weather, crime, health, international affairs. You may also prep a 2-minute digital video that we can watch, but permission for that is needed in advance. Everyone must turn in	Deadline for approval of Feature project idea. Study for Final AP Style quiz.

			scripts.	
	Th 2/11	Possible guest speaker on online/broadcast writing.	Final AP Style quiz. News quiz.	Profile re-write due.
7	T 2/16	What have we learned so far?	The 422 newsroom midway meeting. Edit event stories. Midterm review	Event story due...Study for midterm
	Th 2/18	Midterm	Midterm	Prep for social media discussion. Reading TBD.
8	T 2/23	Social media and what you need to know and demand as an editor.	Find examples of social media influence on "traditional" journalism outlets/stories. How Facebook, MySpace, etc. are changing the news via self-promotion, source building, etc. In-class editing of professional work.	Detailed outline of Final project due
	Th 2/25	Wrap it up in a bow: Packaging stories in a 24/7 global news cycle. How can a static print piece can come to life online? How can Web sites help drive eyeballs to ink on paper?	Compare and contrast stories written by two professional outlets. Strengths, weaknesses of each story from ledes to sources to news judgment to packaging with photos, audio, video, etc.	Event rewrite due.
9	T 3/2	Ethics in the Digital Age. What is off the record? Is there anything that can't be tweeted? (President Obama and Kanye West probably have some strong opinions!) Does anyone really talk in person anymore?	Second meeting of the 422 newsroom. News quiz.	Ethics critique assigned. Ethics reading TBD.
	Th 3-4	Possible guest speaker.	In-class editing/ethics review. News quiz.	Ethics critique due.
10	T 3/9	More on ethics. Are there different rules in print, broadcast and online?	News quiz. Work on blogs. Last-minute brainstorming on feature projects.	Any and all extra credit assignments due.
	Th 3/11	Why editing matters and always will...in and out of the newsroom.	Last meeting of the 422 newsroom.	Final project/edit due.
<b>FINALS WEEK</b>				

Course Change Request

Academic Organization and Curriculum Handbook

College **SBS**

Course Bulletin Listing **COMM - COMMUNICATION**

Course Prefix

Course Number **500**

Course Decimal

Full Course Title **Quantitative Reasoning for Journalism and Communication**

Transcript Title **QUANT REASN JR&COM**

Level **U**

Credit Hours **5**

College SBS

Course Bulletin Listing COMM - COMMUNICATION

Course Prefix Course Number 500  Generic course or decimal subdivision?

Full Course Title Quantitative Reasoning for Journalism and Communication

Transcript Title QUANT REASN JR&COM

Level  Undergraduate  Graduate Credit Hours 5

Proposed Effective Year 10 Proposed Effective Term Autumn Quarter

Course Bulletin

Course Description  
Development of skills for analyzing, evaluating, and reporting news stories with quantitative content.

Course Description Development of skills for analyzing, evaluating, and reporting news stories with quantitative content.

Terms Offered

Terms Offered Quarter(s)  
 Autumn  
 Winter  
 Spring  
 Summer  
 Summer 1  
 Summer 2

Offering Pattern **This year**

Offering Pattern  This year  Every other year

Distribution of Class Time **2 2-hr cl.**

Distribution of Class Time 2 2-hr cl.  
Omit distribution of class time from printing?

Prerequisites

Prerequisites Prereq: Journal or Comm major, or permission of instructor; STAT 135 or STAT 145

Electronic enforcement of prerequisites?

Exclusion or Limiting Clause

Prereq: Journal or Comm major, or permission of instructor.

Not open to students with credit for J Com 500.

Exclusion or Limiting Clause

Not open to students with credit for J Com 500.

Repeatable?

Cross

Listed?

Course part of a sequence?

Grade Option  Letter  S/U  Progress

GEC Course

General Course Information Statement

Repeatable?

Max Repeatable Credit Hours

Grade Option L

Off Campus/Field Experience?

EM Credit?

Admission Condition Course?

Offered in Distance Learning Format?

Service Learning?

Honors Statement

General Information

Subject (CIP) Code 270301

Subsidy Level B

If you have questions, please contact Jed Dickhaut @ dickhaut.1@osu.edu.

Expected Section Size 40

Proposed Number of Sections Per Year 1

Course time less than 1 full term or Workshop

Off-campus offering?

Required on Major(s)

Required on Minor(s)

Elective within Major(s)

Elective within Minor(s)

Choice of Major(s)

Choice of Minor(s)

A General Elective

Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. Evidence must be given of whether the budget support will come from reallocation of existing resources or from new program funds.

N/A

Is approval of this request contingent upon the approval of other course or curricular requests?  Yes  No

Describe any changes in library, equipment, or teaching aids needed

**Purpose of the proposed change**

As part of revision of journalism major, we are adding stats prerequisites to our quantitative research methods courses.

Proposed change impacts course contents?

Describe the method of funding if the proposed changes involves budgetary adjustments

Please complete and attach the form(s) on the following page before completing the package.  
[Course Supplement Form](#)

**Course Contact Information**

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Faculty Email nathanson.7@osu.edu

Contact Name Amy Nathanson

Contact Dept Communication

Contact Email nathanson.7@osu.edu

Contact Phone 247-7952

Save

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