



# SYLLABUS: COMM 3403

## Sports Journalism

### Spring 2021:

**Monday (in person): 11:10 a.m.-12:30 p.m., Main Library 165**

**Wednesday (online): 11:10 a.m.-12:30 p.m. (on Zoom)**

**Class Twitter hashtag: #osusportsjournalism**

**Class Zoom Link (open for both in-person and online versions): [https://go.osu.edu/comm3403\\_sp21\\_zoom](https://go.osu.edu/comm3403_sp21_zoom)**

## Instructor

Instructor: Dr. Nicole Kraft

Email address: [kraft.42@osu.edu](mailto:kraft.42@osu.edu)

Phone number: 614-407-6612

### **Zoom Office Hours:**

Monday 1-3 p.m.

Wednesday 8-10 p.m.

[Make an appointment](#)

Join us on Zoom:

[https://go.osu.edu/kraftcommoffice\\_sp21](https://go.osu.edu/kraftcommoffice_sp21)

**Teaching Assistant:** Jacob Bengé

Phone: 937-789-8326

Email: [Benge.30@buckeyemail.osu.edu](mailto:Benge.30@buckeyemail.osu.edu)

Twitter: [@JacobBenge](#)

### **Zoom Office Hours:**

By appointment

## Course overview

It's easy to be a sports fan, but far more challenging is chronicling the world of sports using the journalism skills on which consumers have come to count on. This HYBRID class is designed to teach skills needed for sports journalism career opportunities, from game coverage and feature reporting, to broadcaster, podcaster and social media contributor.

We will explore sports media as a career, utilizing journalism skills like interviewing, reporting, blogging, video production, audio and video recording, covering press conferences and statistics. We also focus on issues related to sports coverage, including race and gender, hero worship and the ethics of what sports journalists do and why they do it.

**Remember, we are journalists, so leave your team jerseys at home!**

Students will leave this class with the writing, editing and production skills required to cover sports at every level—from high school to professional—with projects that showcase game

coverage, feature writing, and audio and visual production. This is not a class where you can be passive and do well--your engagement and participation is a key part of your success in the course.

### **Learning outcomes**

*By the end of the semester, journalists will have the ability to:*

- Explain the practice and theories of sports journalism and apply the practice.
- Understand the skills of sports journalism.
- Understand the evolution of sports careers and what opportunities exist.
- Create different types of sports stories in different media.
- Develop skills that relate to sports journalism jobs, from writing to broadcasting to statistics.
- Understand and follow proper sports reporting ethics.

### **Skill Development**

- Agenda framing
- Media training
- Game coverage
- Feature writing
- Social media
- Podcasting
- Television and radio broadcasting (color and play-by-play)
- Sideline reporting
- Associated Press style

## **Mode of Delivery**

This hybrid course will be presented 50% in-person and 50% online. The weeks of Jan. 11 and Jan. 18 the University has mandated that all classes and exams will be online. Please see the course schedule for how to attend class that week.

- **Our in-person classes will start Jan. 26 and will take place every Monday in Main Library 165.**
- **The live synchronous distance learning classes will take place every Wednesday on Zoom: [https://go.osu.edu/comm3403\\_sp21\\_zoom](https://go.osu.edu/comm3403_sp21_zoom)**

### **How this course works**

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

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

This class follows what is known as the “flipped, active learning model.” That means students develop a knowledge foundation through readings and videos before class. Class time (in-person and via Zoom) is then dedicated to engaging with the material through a variety of activities and assessments to determine and build comprehension.

We do not have lectures like conventional classes. With this active learning model, students establish the foundation as part of that home pre-work, and then we build the structure of learning together, allowing us to see and correct weaknesses in the foundation and the structure. That means you must do the readings and watch videos BEFORE you join us for our

class sessions. Here is a good schedule to follow:

1. Friday, Saturday and Sunday, do readings and watch videos.
2. Take assessment BEFORE class on Monday.
3. Come to class Monday ready to put into play the ideas you learned in readings and videos, including in-class activities and assignments.
4. First discussion post is due Thursday at 11:59 p.m.
5. Any additional assignments are due Sunday at 11:59 p.m.
6. Start the next week's materials on Friday.

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

**All students are expected to follow Ohio State's Safe and Healthy Campus Expectations and Accountability Measures, as it relates to wearing masks and maintaining safe distances. Please review them. Please remember we are all in this together, and your adherence to these policies helps to keep you and your fellow Buckeyes safe.**

## Course materials

### Required books:

Stofer, K.T., Schaffer, J.R., & Rosenthal, B.A. (2017). *Sports Journalist: An Introduction to Reporting and Writing*. New York, N.Y.: Rowman & Littlefield Publishers.  
ISBN: 978-0742561748. Cost: FREE

### Suggested reading

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

## Additional readings (provided through Carmen)

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **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](https://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](https://my.osu.edu).
- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
  - [Carmen accessibility](#)

- **Slack**

- This online message and work space will be utilized for all class

communication and some sharing of files.

- Help guides can be found here: <https://get.slack.help/hc/en-us/categories/202622877-Slack-Guides>
- Here is a link to Slack's privacy policy, which explains how Slack collects, uses and discloses information, and what choices you have with respect to the information: <https://slack.com/privacy-policy>,

- **Zoom**

- The webinar tool Zoom will be used to host class and online office hours.
- Help guides on the use of Zoom can be found at <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started>

- **Perusall Readings**

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

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

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

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

- **Turnitin:**

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

## **Baseline technical skills necessary for courses**

- Basic computer and web-browsing skills
- Navigating Carmen

## Necessary equipment

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

## Necessary software

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

## Making Deadlines

All assignments are due either at the beginning or end of class on the date listed on the syllabus.

In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded. Assignments will be submitted to Canvas (I'll make sure you know how!). This course, like journalism as a whole, relies heavily on access to computers, specific software, and the internet.

## Computer: Friend or Foe?

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

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

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

## Grading and faculty response

### Grades

Assignment	Points and Percent
Assessments (12) plus Perusall readings	170 /17%
At-home assignments 3 @ 50 points each)	150/15%
In-class assignments (3 at 10 points each)	30 /3%
Discussions (5 @ 30 points)	150/15%
Game Story	100/10%
Feature article	100/10%
Recording a podcast	100/10%

Final Project	200/ 20%
Total	1000 /100%














*See course schedule, below, for due dates:*

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

# Assignment guide





## Assessments (170 points)

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

▼ Assessments (170 points)			+	⋮
⋮	 <b>Assessment: Perusall Readings</b> <small>Available until Apr 19 at 12:30pm   Due Apr 19, 2021 at 12:30pm   50 pts</small>	✓	⋮	
⋮	 <b>Assessment No. 1: Syllabus and Course Policies</b> <small>MODULE 1: SPORTSWRITING 101 Module   Not available until Jan 11 at 11:10am   Due Jan 13, 2021 at 11:30am   10 pts</small>	✓	⋮	
⋮	 <b>Assessment No. 2</b> <small>MODULE 1: SPORTSWRITING 101 Module   Not available until Jan 15 at 9:00am   Due Jan 20, 2021 at 11:30am   10 pts</small>	✓	⋮	
⋮	 <b>Assessment No. 3</b> <small>MODULE 1: SPORTSWRITING 101 Module   Not available until Jan 21 at 11:10am   Due Jan 25, 2021 at 11:10am   10 pts</small>	✓	⋮	
⋮	 <b>Assessment No. 4</b> <small>MODULE 1: SPORTSWRITING 101 Module   Not available until Jan 28 at 12:30pm   Due Feb 1, 2021 at 11:10am   10 pts</small>	✓	⋮	
⋮	 <b>Assessment No. 5</b> <small>MODULE 2: TIME TO TALK Module   Not available until Feb 4 at 12:30pm   Due Feb 8, 2021 at 11:10am   10 pts</small>	✓	⋮	
⋮	 <b>Assessment No. 6</b> <small>MODULE 2: TIME TO TALK Module   Not available until Feb 11 at 12:30pm   Due Feb 15, 2021 at 11:10am   10 pts</small>	✓	⋮	
⋮	 <b>Assessment No. 7</b> <small>MODULE 2: TIME TO TALK Module   Not available until Feb 18 at 12:30pm   Due Feb 22, 2021 at 11:10am   10 pts</small>	✓	⋮	
⋮	 <b>Assessment No. 8</b> <small>MODULE 2: TIME TO TALK Module   Not available until Feb 25 at 12:30pm   Due Mar 1, 2021 at 11:10am   10 pts</small>	✓	⋮	
⋮	 <b>Assessment No. 9</b> <small>MODULE 3: DIGITAL JOURNALISM Module   Not available until Mar 4 at 12:30pm   Due Mar 8, 2021 at 11:10am   10 pts</small>	✓	⋮	
⋮	 <b>Assessment No. 10</b> <small>MODULE 3: DIGITAL JOURNALISM Module   Not available until Mar 11 at 12:30pm   Due Mar 15, 2021 at 11:10am   10 pts</small>	✓	⋮	
⋮	 <b>Assessment No. 11</b> <small>MODULE 3: DIGITAL JOURNALISM Module   Not available until Mar 18 at 12:30pm   Due Mar 22, 2021 at 11:10am   10 pts</small>	✓	⋮	
⋮	 <b>Assessment No. 12</b> <small>MODULE 3: DIGITAL JOURNALISM Module   Not available until Mar 25 at 12:30pm   Due Mar 29, 2021 at 11:10am   10 pts</small>	✓	⋮	

## At-Home Assignments (170 points)

Three times this semester you will have activities intended to build your skills and develop a greater level of familiarity and engagement with feature writing techniques. These will be completed at home. These activities will include practicing skills we learn through our class materials and lectures, including interviews, writing and social media.

▼ At-Home Assignments (170 points)			+	⋮
⋮	 <b>Semester-Long Assignment: Twitter &amp; Social Media</b> <small>MODULE 1: SPORTSWRITING 101 Module   Due Apr 19, 2021 at 12:30pm   50 pts</small>	✓	⋮	
⋮	 <b>At-Home Assignment 2: Game Live Tweeting</b> <small>MODULE 1: SPORTSWRITING 101 Module   Due Jan 30, 2021 at 11:59pm   40 pts</small>	✓	⋮	
⋮	 <b>At-home assignment No. 3: Create your own column</b> <small>MODULE 2: TIME TO TALK Module   Available until Mar 3 at 11:59pm   Due Mar 3, 2021 at 11:59pm   50 pts</small>	✓	⋮	
⋮	 <b>At-home Assignment No. 4: Statistical Breakdown</b> <small>MODULE 3: DIGITAL JOURNALISM Module   Not available until Mar 10 at 11:10am   Due Mar 10, 2021 at 11:59pm   30 pts</small>	✓	⋮	



## Discussion Posts (160 points)

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

Discussions (160 points)			+	:
	Discussion No. 1: Let's meet the sports journalist in you!	MODULE 1: SPORTSWRITING 101 Module   Available until Jan 17 at 11:59pm   Due Jan 14, 2021 at 11:59pm   20 pts	✓	:
	Discussion No. 2: What game will you cover?	MODULE 1: SPORTSWRITING 101 Module   Available until Jan 24 at 11:59pm   Due Jan 21, 2021 at 11:59pm   20 pts	✓	:
	Discussion No. 3: How was it to not be a fan?	MODULE 2: TIME TO TALK Module   Available until Feb 14 at 11:59pm   Due Feb 11, 2021 at 11:59pm   20 pts	✓	:
	Discussion No. 4: Hunting for FEATURE Story Ideas	MODULE 2: TIME TO TALK Module   Available until Feb 21 at 11:59pm   Due Feb 18, 2021 at 11:59pm   20 pts	✓	:
	Discussion No. 5: Sexism in Sports	MODULE 3: DIGITAL JOURNALISM Module   Available until Mar 14 at 11:59pm   Due Mar 11, 2021 at 11:59pm   20 pts	✓	:
	Discussion No. 6: Hunting for FINAL PROJECT ideas	MODULE 3: DIGITAL JOURNALISM Module   Available until Mar 28 at 11:59pm   Due Mar 25, 2021 at 11:59pm   20 pts	✓	:
	Discussion 7: History amid Sports Journalism	MODULE 4: SEEING, HEARING AND REPORTING Module   Available until Apr 11 at 11:59pm   Due Apr 8, 2021 at 11:59pm   20 pts	✓	:
	Discussion No. 8: What have we learned?	MODULE 4: SEEING, HEARING AND REPORTING Module   Available until Apr 21 at 11:00am   Due Apr 21, 2021 at 11:00am   20 pts	✓	:
	OPTIONAL Discussion (5 points EXTRA CREDIT): The Writing of Frank DeFord	MODULE 2: TIME TO TALK Module   Available until Feb 28 at 11:59pm   Due Feb 28, 2021 at 11:59pm	✓	:

## MAJOR ASSIGNMENTS (500 points)

Major Assignment (500 points)			+	:
	Major Assignment No. 1: Game Story	Multiple Modules   Available until Feb 7 at 11:59pm   Due Feb 7, 2021 at 11:59pm   100 pts	✓	:
	Major Assignment No. 2: Feature Article	Multiple Modules   Available until Mar 7 at 11:59pm   Due Mar 7, 2021 at 11:59pm   100 pts	✓	:
	Major Assignment No. 3: Recording a podcast	Multiple Modules   Available until Apr 4 at 11:59pm   Due Apr 4, 2021 at 11:59pm   100 pts	✓	:
	Major Assignment No. 4: Final Project	Multiple Modules   Available until Apr 21 at 12:30pm   Due Apr 21, 2021 at 12:30pm   200 pts	✓	:

### Game Story (individual/team project) 100 points

For this assignment, you will view an Ohio State game with the goal of reporting it for your readers. This is not the same as writing a game recap, which we will do as an in-class exercise. This will mean covering what happened, getting post-event quotes and looking at the event from a creative angle that makes your story stand out to those who already know the outcome of the event. Games must be identified and approved before they can be covered. This assignment will allow you to develop skills in writing, statistical evaluation, interviewing and deadline writing. Each article will be 350-400 words and must include a quote from a coach and a player.

### Feature Article (individual project) 100 points

Capturing the spirit of those who play the game is one of the best parts of being a sports reporter. In this assignment, you will have the chance to write a mini-biography of an athlete, combining his or her past with the “news hook” of the upcoming game or match. The key in this assignment is to explore an athlete’s life inside and outside their sport to bring them to life for fans and go behind the uniform.

It will focus on a news angle or an aspect of the person's personal or professional life that is newsworthy now, and this article will include anecdotes and narrative details that capture the essence of the person being profiled. This article will be 600 words on a specific player on an Ohio state team and have at least TWO sources and will include a photo and video component.

### Recording a Podcast (team project)



### 100 points

Audio has become a huge part of sports coverage, and podcasting is a way for you to establish your own voice through interview or narrative. In this assignment you will join with a team of up to two other classmates and invite an expert source to join you on a 5-minute podcast about a topic that you pitch in class. This assignment will be an edited audio project with a musical intro and exit.

### Reporting Package (individual/team project)

### 200 points

You will be writing an advance package on an Ohio State team looking at the 2021 season or a team in advance of its playoff. You will be working in groups on these teams:

1. Men's Soccer
2. Women's Soccer
3. Women's Volleyball
4. Synchronized Swimming
5. Ohio State Baseball
6. Track and Field
7. Men's and Women's gymnastics

You will create five elements of story coverage for this event. Please review the rubric for specifics

1. Each person writes an advance story on the team or player (600 words) with a clear nut graph, anecdotal lede and body that supports the nut. At least two human interviews required.
2. Each person writes briefs on three key moments in either team's history (50-100 words each).
3. Two people join to create a 250-word analysis of the team's potential this coming season or playoff utilizing data analysis.
4. Each person creates three Twitter posts about the package and coverage you have created and embeds in the project.
5. Your team records a video podcast [make sure you are on Gallery View so I can see everyone] on Zoom with 1-2 other students on key aspects of the game matchup. The length is no more than 5 minutes. Post to YouTube and embed the link.

Package together in a [Medium](#) publication your team creates.

*All assignments are explained fully inside the weekly Carmen modules.*

## Additional information

### Extra Credit

Everyone will have the opportunity throughout the semester to attend virtual events and meetings for Scarlet and Gray Sports Radio, Society of Professional Journalists and the Sports and Society Initiative for extra credit, up to 20 points. All extra credit will be reported in Carmen. The deadline for completion and reporting to me all of the extra credit is the last Wednesday of classes.

### Syllabus

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

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

## Resources

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

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

## Attendance and Make-Up Policy

Only students enrolled in this section are permitted to attend class. Attendance (both physical and mental) is key to your success in this class. Your grade is largely contingent on your presence and participation in class. Listen, take notes, and ask questions. Much of the material presented in lecture is not found in your readings. If you miss class for whatever reason, it is your responsibility to obtain notes from a classmate; the instructor will not provide notes in any circumstance. If you miss class, you will not be able to make up any in-class work or extra credit opportunities.

## Zoom Etiquette

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

- **Naming rights**  
Please start by making your name be the one you wish me to call you and add pronouns if you prefer. Also, please message me pronunciation if you think I might get it wrong. ☺
- **Get out of bed**  
Please sit up to engage with us in class, as opposed to lying in bed. It will help you feel more engaged. If possible, have a set desk-top style space where you can “go to class,” even remotely.
- **Clothing is NOT optional.**  
Make sure that you are presenting yourself in the best possible light at least from the waist up.
- **Be aware of your surroundings.**  
Your professor and classmates can also see BEHIND you. Make sure that there is nothing in the background you do not want us to see. You can employ a [Virtual Background](#) to hide what you don't want seen.  
Also be mindful of background lighting. If you are sitting in front of a window, you may be completely darkened by the light coming through the window. Your overhead light also might need to be turned off or dimmed as well.
- **We love to see you**  
Please try to keep your camera on if your wi-fi will allow. It makes for a far more engaging class experience, and we love to see you. Also, consider muting your video (lower left of the

screen) if you are eating, scratching, talking with someone else in the room, walking around or anything else that might be distracting.

- **Mute is your friend.**

Once you log in to the virtual classroom, be sure to mute your microphone (lower left-hand corner) to help to eliminate background noise that could distract others. But be sure to unmute when you want to talk!

- **Raise your hand**

If you wish to speak, you may physically raise your hand or use the "Raise Hand" button under "participants" at the center of the bottom of your screen.

- **Chatting away**

The Zoom chat feature is a tool to make comments and ask questions without interrupting the speaker but be aware that your comments are public and are recorded in the minutes of the session—even the ones you send privately.

- **No internet, no problem**

- Zoom has a call-in option, so please let me know if you cannot connect via the web and need to call in.

- **Save your bandwidth**

Close unneeded applications on your computer to keep the video optimally functioning.

## Faculty feedback and response time

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

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **3 days**.

### Slack

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

## Gentle Reminders

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

## Discussion and communication guidelines

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

**Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across

online and is not always appreciated in-person. Nicole and Jacob both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your class communications.

## Attendance

### Student participation requirements

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

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

#### Readings and lectures:

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

## Optimal Learning Experience

Previous distance learning and hybrid courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this hybrid course:

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

## Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this

website. The site is: <http://advising.osu.edu/welcome.shtml>

## Student Services

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

## Copyright Disclaimer

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

## Managing Stress

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

## Student Health

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

### Student illness or absence

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

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

### Instructor illness or absence

If the *instructor* is quarantined or is experiencing respiratory symptoms but is well enough to teach, the in-person sessions will be moved online to Zoom. You will be notified via email no later than (reasonable time before class)

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

### Campus closure

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

## Policies for this Hybrid Class

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

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

## Diversity

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

## Title IX

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

## Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

## Academic integrity policy

### Policies for this course

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

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

### **Academic Misconduct**

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

### **Accessibility accommodations for students with disabilities**

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



Week	Topic	Readings Videos (Due before class on Monday)	Before/In Class/Due
Module 1 Week 1 (Jan. 11 & 13)	<p><b>Welcome to #OSUSportsJournalism</b></p> <p><b>Review these resources</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Read the syllabus</a></li> <li>▪ <a href="#">The Basics of Associated Press</a></li> </ul> <p>This class we will embark on the adventure that is Sports Journalism, examining the opportunities and engagements we will have, as well as the assignments, skill development and expectations. Welcome to the team!</p>	<p><b>Readings</b> <i>Required:</i></p> <ul style="list-style-type: none"> <li>• Sports Journalism: Intro and Living the Life (10 pages)</li> <li>• Ethics: Sports Writers Can't Act Like Fans (3 pages)</li> <li>• Sports Journalism. Changing journalism practice and digital media (3 pages)</li> </ul> <p><i>Optional</i></p> <ul style="list-style-type: none"> <li>• What's Wrong with Sports Journalism and How Can We Fix It? (5 pages)</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Introduction to Sports Media (2:38)</li> <li>• Video: A day in the life of a Sports journalist (2:07)</li> <li>• Most Emotional Interviews in Sports History (8:20)</li> </ul>	<p><b>Assessment (due Monday 11:59 p.m.)</b> Quiz: Syllabus and course policies</p> <p><b>Practice and Application (Monday)</b> Review course opportunities and requirements</p> <p><b>Practice and Application (Wednesday 11:59 p.m.)</b> In-class activity No. 1: Ice-Breaker</p> <p><b>Dialogue and Reflection (Post due Thursday 11:59 p.m., responses due Sunday 11:59 p.m.)</b> Discussion No. 1: Let's meet the sports journalist in you!</p> <p><b>Survey (optional)</b> Check-in at the End of the Week</p>
Module 1 Week 2 (Jan. 18 [NO CLASS] & 20)	<p><b>Careers in Sports Journalism</b></p> <p><b>Review these resources</b></p> <ul style="list-style-type: none"> <li>▪ Sign up for media releases from the Big Ten.</li> </ul> <p>This class we will embark on the adventure that is Sports Journalism, understanding what are the jobs and opportunities that exist in this industry, and what skills are needed to get those jobs.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Sports Journalism Chapter 8: Following the Style (30 pages)</li> <li>• The fight for women sports reporters' access to locker rooms is history -- or is it? (5 pages)</li> <li>• Locker Room Etiquette (2 pages)</li> <li>• Tread lightly, logo etiquette in the locker room (explicit-3 pages)</li> </ul> <p><b>OPTIONAL</b></p> <ul style="list-style-type: none"> <li>• Where's all the 'good' sports journalism? Sports media research, the sociology of sport, and the question of quality sports reporting</li> <li>• Survey Finds Boosterism, Freebies Remain Problem for Newspaper Sports Departments</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• The History of Sports Media (2:58)</li> <li>• Sports Journalism: Not a Job For Fanboys-Clarence Hill (3:25)</li> <li>• Mets Insider: Day in the Life of a Beat Reporter (6:37)</li> </ul>	<p><b>Assessment (due Wednesday 11:10 a.m.)</b> Assessment No. 2</p> <p><b>Practice and Application (Wednesday)</b> Game writing practice</p> <p><b>Dialogue and Reflection (Post due Thursday 11:59 p.m., responses due Sunday 11:59 p.m.)</b> Discussion No. 2: What game will you cover?</p>
Module 1 Week 3 (Jan. 25 & 27)	<p><b>Writing the Game</b></p> <p>Sports has been a significant part of our culture</p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Sports Journalism: Covering the Game (21 pages)</li> <li>• The Sportswriting Machine  </li> </ul>	<p><b>Assessment (due Monday 11:10 a.m.)</b> Assessment No. 3</p>

	throughout history, and coverage of sports has evolved along with society. This week we will see how sports coverage has evolved--positively and negatively--and the place sports media holds in our information world. We will also break down and then put together the key pieces of sports writing--finding the facts within a game, avoiding too much opinion, interviewing to get facts and quotes, incorporating facts and quotes into articles, and keeping readers engaged while we provide what they need to know.	<p>The New Yorker (1 page)</p> <ul style="list-style-type: none"> <li>• <b>Optional</b></li> <li>• ESPN has tried to focus more on sports, but that changed with George Floyd - The Washington Post (6 pages)</li> </ul>	<p><b>Practice and Application Monday (due Monday 12:30 p.m.)</b> In-Class Activity No. 2 Let's Write Up a Game</p>
		<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Writing it down</li> <li>• A Day In The Life Of AP Sports Writer Cliff Brunt</li> </ul>	<p><b>Practice and Application (Wednesday)</b> Meet sportswriters on Zoom to discuss careers and skills</p> <p><b>At Home Assignment (Sunday 11:59 p.m.)</b> At-Home Assignment 2: Game Live Tweeting</p>
Module 1 Week 4 (Feb. 1 & 3)	<p><b>Covering games</b></p> <p>This week we will look at what it means to cover and complete our first assignment: game coverage! Your goals for the week are to demonstrate your understanding of the mechanics of covering a game, including how to create a first lede and a second-lede write-thru. You will understand how to get and place quotes, how to write to feature key elements of the game, and the need to meet deadlines.</p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>▪ Sports Journalism Chapter 6: Choosing the words (26 pages)</li> <li>▪ Sports Journalism Chapter 7: Writing the story (36 pages)</li> <li>▪ Game Story: Buckeyes rally to make their case for No. 1 (1 page)</li> <li>▪ Game Story: Ohio State Penn State (1 page)</li> <li>▪ Game Example 3: CBJ v Boston (1 page)</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Sports Writing (11:14)</li> <li>• Writing a Beat (2:17)</li> </ul>	<p><b>Assessment (due Monday 11:10 a.m.)</b> Assessment No. 4</p> <p><b>Practice and Application (Monday 11:10 a.m.)</b> Draft: Game Story</p> <p><b>Practice and Application (Wednesday)</b> Work on game story</p> <p><b>APPLICATION OF MODULE THEMES (Sunday 11:59 p.m.)</b> Major Assignment No. 1: Game Story</p>
Module 2 Week 5 (Feb. 8 & 10)	<p><b>Press conferences and scrums</b></p> <p>Working with sources is a key part of any journalistic relationship, but very much so in sports, where access is key to coverage. In this module we will learn how we access sources through press conferences and "scrums" and how to still get the information you need.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Sports Journalism Chapter 4: Asking the Question (23 pages)</li> <li>• Here Are Six Tips For Reporters Covering Press Conferences (1 page)</li> <li>• The Worst Question in Sports: What We Talk About When We Say 'Talk About' (3 pages)</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Interviews (3:24)</li> <li>• Sources (3:52)</li> <li>• Worst Sports Interview Ever (3:35)</li> <li>• Press Conference with Ohio State Basketball coach Chris Holtmann (9:15)</li> </ul>	<p><b>Assessment (due Monday 11:10 a.m.)</b> Assessment No. 5</p> <p><b>Practice and Application (Monday 11:59 p.m.)</b> In-Class Activity No. 4: Press Conference Story</p> <p><b>Practice and Application (Wednesday)</b> Visit from Adam Jardy of the Columbus Dispatch</p> <p><b>Dialogue and Reflection (Post due Thursday 11:59 p.m., responses due Sunday 11:59 p.m.)</b> Discussion No. 3: How was it to not be a fan?</p>
Module 2 Week 6 (Feb. 15 & 17)	<p><b>Sources and Interviews</b></p> <p>Working with sources is a key part of any journalistic relationship, but very much so in sports, where access is key</p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Sports Journalism Chapter 3: Finding Sources (22 pages)</li> <li>• 8 of the most revealing sporting interviews ever</li> </ul>	<p><b>Assessment</b> Assessment No. 6</p> <p><b>Practice and Application (Monday 12:30 p.m.)</b></p>

	to coverage. In this module we will learn how to build good source/writer relationships with front office, sports information directors, coaches and athletes, and how to parlay those relationships into more in-depth gamers and feature articles.	<p>published</p> <ul style="list-style-type: none"> <li>12 basics of interviewing, listening and note-taking</li> <li>Example: Claudio Reyna's family opens up on Jack's death, Giovanni's future - Sports Illustrated</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>Katie Couric on how to conduct an interview (5:08)</li> <li>LeBron James Interview at the Sports Illustrated Awards (3:33)</li> </ul>	<p>In-class activity No. 5: Preparing for an Interview</p> <p><b>Practice and Application (Wednesday)</b> Meet Aaron Portzline of The Athletic</p> <p><b>Dialogue and Reflection (Post due Thursday 11:59 p.m., responses due Sunday 11:59 p.m.)</b></p> <p>Discussion No. 4: Hunting for FEATURE Story Ideas</p>
Module 2 Week 7 (Feb. 22 & 24 [NO CLASS])	<p><b>Finding features</b></p> <p>Feature articles are the time we can go behind the news to show the personal side of sports, from profiles on players to the analysis of trends to the secrets that data reveal about teams and players. Here is your chance to tackle a feature angle of your favorite sport, by profiling a player or coach, or looking at a story that goes behind the news of a sport. One idea is to get "big" people doing little things and little people doing big things.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Sports Journalism Chapter 5: Working with media (23 pages)</li> <li>Sports Journalism Chapter 10: Highlighting the greats (21 pages)</li> </ul> <p><b>Feature examples:</b></p> <ul style="list-style-type: none"> <li>LeBron James's worlds collide as son's team, alma mater meet</li> <li>John Rocker by Jeff Pearlman</li> <li>Tanner Fritz's NHL Dreams</li> <li>How the death of Tom Ryan's son shaped his life</li> <li>Ex-Phillies reliever's greatest save</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>Fox Sports Feature Trevon Bluiett</li> </ul> <p><i>Review two multimedia packages:</i></p> <ul style="list-style-type: none"> <li>Punched Out: The Life and Death of a Hockey Enforcer (New York Times)</li> <li>He Can Hit a Golf Ball 445 Yards. Can He Become a Golfer? (New York Times)</li> </ul>	<p><b>Assessment (due Monday 11:10 a.m.)</b></p> <p>Assessment No. 7</p> <p><b>Practice and Application (Monday 12:30 p.m.)</b></p> <p>In-Class Activity No. 7: Feature Article idea, lede and nut graph</p> <p><b>Dialogue and Reflection (Post due Thursday 11:59 p.m., responses due Sunday 11:59 p.m.)</b></p> <p>OPTIONAL Discussion (5 points that can count toward class EXTRA CREDIT): The Writing of Frank DeFord</p>
Module 2 Week 8 (March 1 & 3)	<p><b>What opinions are like</b></p> <p>This class session we will discuss column writing and how it differs from games and features, and do a practice exercise writing a column. You will also have the chance to hear from real column writers.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Writing a Sports Column Far From Print, and the Game (3 pages)</li> <li>Take chances, vary approaches when writing sports columns (2 pages)</li> <li>Sports Coverage- "Toy Department" or Public-Service Journalism? The Relationship Between Reporters' Ethics and Attitudes Toward the Profession (19 pages)</li> </ul> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>Column example: Steve Rushin (1 page)</li> <li>Rob Oller   Everyone wins thanks to college football's new transfer rules (1 page)</li> </ul>	<p><b>Assessment (due Monday 11:10 a.m.)</b></p> <p>Assessment No. 8</p> <p><b>Practice and Application (Monday 12:30 p.m.)</b></p> <p>Draft: Feature Story</p> <p><b>Practice and Application (Wednesday)</b></p> <p>At-Home Assignment No. 3: Create your own column (due Wednesday 11:59 p.m.)</p> <p><b>Application of Module Themes (due Sunday 11:59 p.m.)</b></p> <p>Major Assignment No. 2: Feature Article</p>

		<b>Videos:</b> <ul style="list-style-type: none"> <li>Columns (3:42)</li> </ul>	
<b>Module 3</b> <b>Week 9</b> <b>(March 8 &amp; 10)</b>	<b>Reporting with Data and Stats</b>  Data and social media have become conjoined in sports, as reporters seek to serve the public's sports needs on a deeper level. This week we will be joined by Alison Lukan of The Athletic, organizer of the CBJ Hockey Analytics Conference, to discuss the role analytics has in sports coverage and how you can become engaged with it.	<b>Readings:</b> <ul style="list-style-type: none"> <li>Sports Journalism Chapter 9: Making the Numbers Count (16 pages)</li> <li>Data Visualisation in Sports Journalism (21 pages)</li> </ul> <b>Optional (not on Perusall)</b> <ul style="list-style-type: none"> <li>A data journalist's guide to sports data (2 pages)</li> </ul> <b>Videos:</b> <ul style="list-style-type: none"> <li>Poets and Quants: How Analytics has Changed Sports Journalism</li> </ul>	<b>Assessment (due Monday 11:10 a.m.)</b>  Assessment No. 9  <b>Practice and Application (Monday)</b>  Meet with Alison Lukan on data analytics  <b>Practice and Application (Wednesday)</b>  Meet with Bill Landis of The Athletic  At-home Assignment No. 4: Statistical Breakdown (due Wednesday 11:59 p.m.)  <b>Dialogue and Reflection (Post due Thursday 11:59 p.m., responses due Sunday 11:59 p.m.)</b>  Discussion No. 5: Sexism in Sports
<b>Module 3</b> <b>Week 10</b> <b>(March 15 &amp; 17)</b>	<b>Something about Social</b>  Social media and sport have been intertwined since the latter came into existence. A large part of sport fandom is talking about the game you love, and social media gives fans a 24/7 medium for discussion, with people from all over the world connected by a shared interest. The Twittersphere is ignited every match day, Facebook is awash with sports videos, and any attendee of a game will post an obligatory Instagram photo of the field. But social has a role to play commercially, from live streaming to digital marketing, and teams are starting to grapple with this seemingly limitless potential.	<b>Readings:</b> <ul style="list-style-type: none"> <li>5 Awesome Sports Social Media Examples to Learn From - ThemeBoy (2 pages)</li> <li>10 Ways Social Media Ruined Sports   Bleacher Report   Latest News, Videos and Highlights (2 pages)</li> <li>News sources and follow-up communication: Facets of complementarity between sports journalism and social media (19 pages)</li> <li>Sports Photography: An Introduction (4 pages)</li> </ul> <b>Videos:</b> <ul style="list-style-type: none"> <li>The Future of Sports Media (6:23)</li> <li>Women's Sports Report Talks Social Media (7:46)</li> <li>Worst Social Media Fails in Sports (Explicit content) (12:26)</li> </ul>	<b>Assessment (due Monday 11:10 a.m.)</b> Assessment No. 10  <b>Practice and Application (Monday)</b> Photo visit with Kyle Robertson of the Columbus Dispatch.  <b>Practice and Application (Wednesday)</b> Visit with social media professionals In-Class assignment: Time to Get Social (due Sunday 11:59 p.m.)
<b>Module 3</b> <b>Week 11</b> <b>(March 22 &amp; 24)</b>	<b>All About Audio</b>  This class we will discuss how voice and sports go hand in hand through broadcasting, radio and in-house PA. We will also meet the people who bring sports to life through their voices.	<b>Readings:</b> <ul style="list-style-type: none"> <li>Radio and its Impact on the Sports World, by Eric C. Covil (4 pages)</li> <li>Sports Radio Jobs- The Hard Reality of Working in Sports Radio (5 pages)</li> <li>The Podcast Revolution (4 pages)</li> <li>ESPN finds success turning 30 for 30 into a podcast experience (3 pages)</li> </ul>	<b>Assessment (due Monday 11:10 a.m.)</b>  Assessment No. 11  <b>Practice and Application (Monday)</b>  Visit from audio professionals  <b>Practice and Application (Wednesday)</b>  Working on our podcast

		<b>Videos:</b> <ul style="list-style-type: none"> <li>George Costanza ponders about potential jobs (2:24)</li> <li>"Behind the Scenes with The Columbus Blue Jackets Radio Network (20:56)</li> <li>How To Start A Sports Podcast (For Beginners) (8:31)</li> </ul>	<b>Dialogue and Reflection (Post due Thursday 11:59 p.m., responses due Sunday 11:59 p.m.)</b> Discussion No. 6: Hunting for FINAL PROJECT ideas
Module 3 Week 12 (March 29 [WEDNESDAY CLASS HELD APRIL 2] )	<b>Sports broadcasting</b>  This week we will discuss how video and sports go hand in hand through broadcasting, which is as much the purview now of print journalists as it was TV reporters. Now all sports coverage includes multimedia skills.	<b>Readings:</b> <ul style="list-style-type: none"> <li>The Sportscaster: A Brief History &amp; Job Description (1 page)</li> <li>How to Become a Sports Broadcaster   WorkinSports.com (5 pages)</li> <li>Becoming a Play by Play Announcer- Five Tips for Success (6 pages)</li> <li>A Week in the Life of a Sideline Reporter for the NFL on Fox (5 pages)</li> </ul>	<b>Assessment (due Monday 11:10 a.m.)</b> Assessment No. 12  <b>Practice and Application (Wednesday)</b> Visit with Joshua Perry and Big Ten Network  <b>Application of Module Themes (due Sunday 11:59 p.m.)</b> Major Assignment No. 3: Recording a podcast
		<b>Videos:</b> <ul style="list-style-type: none"> <li>A day in the life of a sports broadcaster (3:53)</li> <li>FOX Sports' Pam Oliver on the Art of Sideline Reporting (5:20)</li> <li>Sportscaster career advice (4:33)</li> <li>ESPN's Stuart Scott gives a quick lesson on being a great commentator (3:08)</li> <li>Sports Journalist Example Reel (9:32)</li> </ul>	
Module 4 Week 13 (April 5 & 7)	<b>Social Justice in Sports Coverage</b>  Sports have long been a home for social justice, and the collective voice of sports may never have been more important than it is today. We will talk collectively about how media coverage has helped--or hindered--social justice and what the future holds.	<b>Readings:</b> <ul style="list-style-type: none"> <li>Athletes and activism: The long, defiant history of sports protests (55 pages)</li> <li>Economic and social justice: What can players and leagues really do? (9 pages)</li> <li>Jim Brown, Kareem Abdul-Jabbar join with San Jose State to launch social activism institute (8 pages)</li> <li>Athletes getting back in the protest game (9 pages)</li> </ul> <b>Videos:</b> <ul style="list-style-type: none"> <li>History of social activism through sports (2:05)</li> <li>NBA Hall of Famer Kareem Abdul-Jabbar defends nationwide protests in op-ed (8:29)</li> <li>An in-depth chat with NASCAR driver Bubba Wallace (5:55)</li> </ul>	<b>Practice and Application (Monday)</b> Discussion about role of social justice in sports.  <b>Practice and Application (Wednesday)</b> Visit from Dave Zirin of The Nation  <b>Dialogue and Reflection (Post due Thursday 11:59 p.m., responses due Sunday 11:59 p.m.)</b> Discussion 7: History amid Sports Journalism
Module 4 Week 14 (April 12 & 14)	<b>Final Project Work</b>  Welcome to Final Project	<b>Readings/Video:</b> <ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Work toward the completion of your final project.</li> <li>Get support on your final project,</li> </ul>

	Work week. This week you will work on your final projects.		if needed. <b>Dialogue and Reflection (Post due Wednesday 11:59 p.m.)</b> Discussion No. 8: What have we learned?
Module 4 Week 15 (April 19 & 21)	<b>What have we learned?</b>  CONGRATULATIONS! We have made it to the end of the semester and the completion of our final projects. We will show off our work and then meet with industry experts to find out what comes next for journalism--and you!	<b>Readings/Video:</b> <ul style="list-style-type: none"> <li>None</li> </ul>	<b>Practice and Application (Monday)</b>  Work on Final Project in class  <b>Practice and Application (Wednesday)</b>  Review final projects  Journalism panel discussion.  <b>Module Assessment (due Wednesday at 11:10 a.m.)</b>  Major Assignment No. 4: Final Project