



SYLLABUS: COMM 3403

Sports Journalism

Autumn 2021:

Wednesday/Friday: 12:45-2:05 p.m.

281 Journalism Building

Class Twitter hashtag: #osusportsjournalism

Slack Signup: <https://join.slack.com/t/kraftcommclasses-au21/signup>

Instructor

Instructor: Dr. Nicole Kraft (please call me Nicole or, if you would prefer, Dr. Kraft)

Email address: kraft.42@osu.edu

Phone number: 614-407-6612

Twitter: [@nicole_kraft](https://twitter.com/nicole_kraft)

Office Hours:

Wednesday 3-5 p.m.

In person: 3045E Derby Hall

On Zoom: https://go.osu.edu/kraftcommoffice_au21

Writing Bar Hours: Friday, 11 a.m.-12:45 p.m.

In Person: 281 Journalism

On Zoom: https://go.osu.edu/kraftcommoffice_au21

Teaching Assistant: Jacob Bengé

Phone: 937-789-8326

Email: Benge.30@buckeyemail.osu.edu

Twitter: [@JacobBenge](https://twitter.com/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 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 in-person course will meet every Wednesday and Friday from 12:45-2:05 p.m. in 281 Journalism, although we will have a multitude of field trips.

How this course works

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

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

1. **Monday** and **Tuesday**, do readings and watch videos.
2. Take assessment **BEFORE** class on **Wednesday**.
3. Come to class **Wednesday** ready to put into play the ideas you learned in readings and videos, including in-class activities and assignments.
4. Major assignments are due **Sunday** at 11:59 p.m.

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

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>.

- **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.
 - 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: [Sign up here](#)**
 - 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**

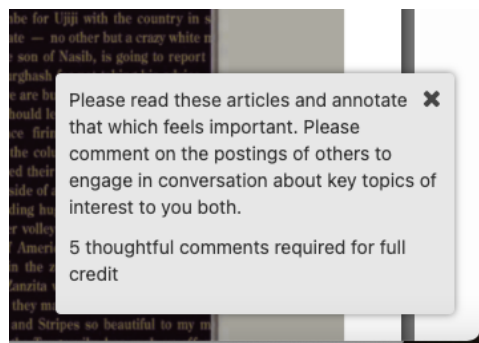
- Perusall helps you master readings faster, understand the material better, and get more out of your classes. To achieve this goal, you will be collaboratively annotating the textbook with others in your class. The help you'll get and provide your classmates (even if you don't know anyone personally)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

- **REQUIRED POSTS:**
 - When you click through to the Perusall materials, you will see a message on the bottom right that lets you know how many comments are needed, as comment requirements vary depending on the length of the assignment. Please follow the directions and use that number as the **MINIMUM** number of comments.



- **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
- 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 two 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

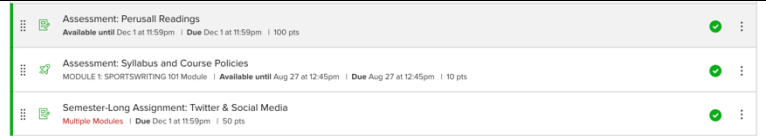
Assignment	Points and Percent
Attendance and Class Participation	100/10%
Assessments (Perusall readings, syllabus, Twitter)	160 /16%
At-home assignments 6 @ 30 points each)	180/18%
Discussions (5 @ 20 points)	100/10%
Game Story	100/10%
Feature article	100/10%
Big Ten Student U	60/6%
Final Project	200/ 20%
Total	1000 /100%

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 (160 points)

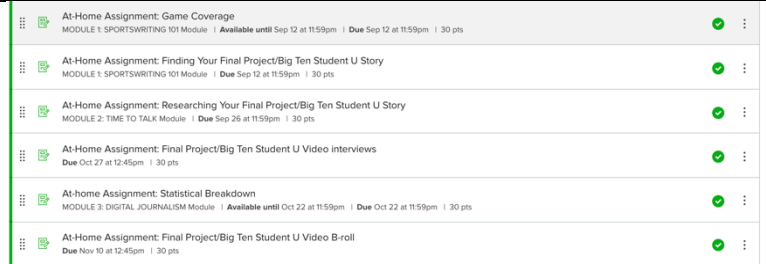
In the first week you will become acquainted with the syllabus, including our course policies. The syllabus quiz will measure what you have learned and ensure you have gained the necessary knowledge to complete the course. You will do readings through Perusall (100 points) and use Twitter to demonstrate class engagement.



Assessment: Perusall Readings MODULE 1: SPORTSWRITING 101 Module Available until Dec 1 at 11:59pm Due Dec 1 at 11:59pm 100 pts	✓
Assessment: Syllabus and Course Policies MODULE 1: SPORTSWRITING 101 Module Available until Aug 27 at 12:45pm Due Aug 27 at 12:45pm 10 pts	✓
Semester-Long Assignment: Twitter & Social Media Multiple Modules Due Dec 1 at 11:59pm 50 pts	✓

At-Home Assignments (170 points)

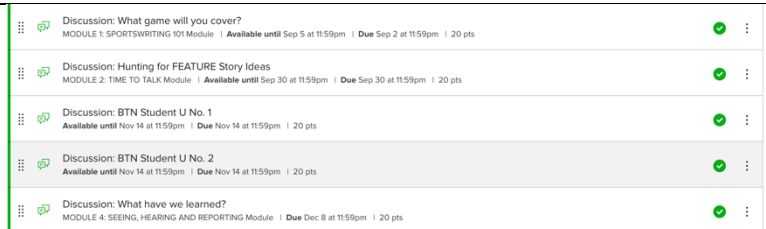
Five times this semester you will have activities intended to build your skills and develop a greater level of familiarity and engagement with our techniques. These will be completed at home. These activities will include practicing skills we learn through our class materials and lectures, including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



At-Home Assignment: Game Coverage MODULE 1: SPORTSWRITING 101 Module Available until Sep 12 at 11:59pm Due Sep 12 at 11:59pm 30 pts	✓
At-Home Assignment: Finding Your Final Project/Big Ten Student U Story MODULE 1: SPORTSWRITING 101 Module Due Sep 12 at 11:59pm 30 pts	✓
At-Home Assignment: Researching Your Final Project/Big Ten Student U Story MODULE 2: TIME TO TALK Module Due Sep 26 at 11:59pm 30 pts	✓
At-Home Assignment: Final Project/Big Ten Student U Video interviews Due Oct 27 at 12:45pm 30 pts	✓
At-home Assignment: Statistical Breakdown MODULE 3: DIGITAL JOURNALISM Module Available until Oct 22 at 11:59pm Due Oct 22 at 11:59pm 30 pts	✓
At-Home Assignment: Final Project/Big Ten Student U Video B-roll Due Nov 10 at 12:45pm 30 pts	✓

Discussion Posts (100 points)

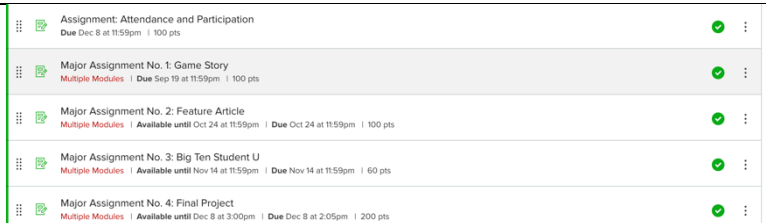
Five times this semester students will be asked to talk about your class projects as part of our discussions around story ideas and skill work. You will be asked to write a discussion post on the topic, and then respond to at least two classmates.



Discussion: What game will you cover? MODULE 1: SPORTSWRITING 101 Module Available until Sep 5 at 11:59pm Due Sep 2 at 11:59pm 20 pts	✓
Discussion: Hunting for FEATURE Story Ideas MODULE 2: TIME TO TALK Module Available until Sep 30 at 11:59pm Due Sep 30 at 11:59pm 20 pts	✓
Discussion: BTN Student U No. 1 Available until Nov 14 at 11:59pm Due Nov 14 at 11:59pm 20 pts	✓
Discussion: BTN Student U No. 2 Available until Nov 14 at 11:59pm Due Nov 14 at 11:59pm 20 pts	✓
Discussion: What have we learned? MODULE 4: SEEING, HEARING AND REPORTING Module Due Dec 8 at 11:59pm 20 pts	✓

MAJOR ASSIGNMENTS (560 points)

EXPLAINED BELOW



Assignment: Attendance and Participation Due Dec 8 at 11:59pm 100 pts	✓
Major Assignment No. 1: Game Story Multiple Modules Due Sep 19 at 11:59pm 100 pts	✓
Major Assignment No. 2: Feature Article Multiple Modules Available until Oct 24 at 11:59pm Due Oct 24 at 11:59pm 100 pts	✓
Major Assignment No. 3: Big Ten Student U Multiple Modules Available until Nov 14 at 11:59pm Due Nov 14 at 11:59pm 60 pts	✓
Major Assignment No. 4: Final Project Multiple Modules Available until Dec 8 at 3:00pm Due Dec 8 at 2:05pm 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)
150 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.

**Big Ten Student U
(team project)
100 points**

This assignment will allow you to develop experience working in the professional broadcast world as a producer and camera operator on Big Ten Student U. You will join the Big Ten Student U staff for at least two Ohio State athletic events over the course of the semester and learn the skills needed for your final project.

**Reporting Package (individual/team project)
200 points**

You have been working all semester to identify and build a reporting relationship with an Ohio State student-athlete, in any sport except football or men's basketball. In teams of two you will now put it all together into one package (and may join with other students who are working with the same team) to create a singular presentation that includes:

- **A 90- to 120-second feature video to be submitted to Big Ten Student U.**
- **A 600- to 700-word feature article to be submitted to The Lantern.**

1. Men's Soccer
2. Women's Soccer
3. Women's Volleyball
4. Synchronized Swimming
5. Men’s and Women’s gymnastics
6. Field Hockey

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, and you will lose class participation points if absences are not related to sickness and conveyed before class to your professor.

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.

What's in a Name?

Communicating clearly with each other is important. Please help me by letting me know how to pronounce your name, or what different name you use. Please also let me know if you have a preferred pronoun.

My name is Nicole, and I welcome you to call me that. Let's avoid using the interjection “hey” in messaging, as some of your faculty will likely find it a bit unprofessional.

There has been, since the Wall Street Journal column on Dr. Jill Biden, much discussion about the use of titles.

You can always be safe calling your faculty professor, as in “I am Prof. Kraft.” The term Doctor (Dr.) is for professors who have a Ph.D. Ed.D. (or the equivalent). So, if you would prefer to address me with a title, it would be Dr. Kraft, since I have an Ed.D.

Mr., Mrs. and Ms. are often not used in college, although they were likely expected of you in

high K-12.

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: [Sign Up Here ASAP](#)

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 Wednesday.

- **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 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 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 [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.

Vaccinated or unvaccinated

Students who choose not to get the COVID-19 vaccine may be limited in their ability to cover live sporting events, including competitions and press conferences. These are requirements that may be imposed by the teams, not our class. In the event you are not able to attend due to vaccination status, an online opportunity will be provided.

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. 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 one hour 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 Columbus 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 Class

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

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

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and

welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

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

Mental Health

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

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.
- **Plagiarism (stealing work from others, including scraping from websites) and fabrication (making things up) are EXTREMELY serious academic misconduct issues.** If you have any questions if something is allowable, ask before you do it to avoid visiting COAM (see below).
- **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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Module 1
Week 1
(Aug. 25 & 27)

Welcome to
#osusportsjournalism

What to do: Read through this page for an overview of the class.

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. Identify what is sports journalism and how your skill development in this class will help you find a career in it.
2. Outline the course expectations and assignments.

Course roadmap

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

▪ Review these resources

- [Read the syllabus](#)
- [The Basics of Associated Press](#) [↗]

▪ Do course readings

- Required:
 - Sports Journalism: Intro and Living the Life (10 pages)
 - Ethics: Sports Writers Can't Act Like Fans (3 pages)
 - Sports Journalism. Changing journalism practice and digital media (3 pages)
- Optional
 - What's Wrong with Sports Journalism and How Can We Fix It? (5 pages)

▪ Watch course video

- Introduction to Sports Media (2:38)
- Most Emotional Interviews in Sports History (8:20)
- NOT IN PERUSALL: A day in the life of a Sports journalist (inside the bubble) (Watch video inside story: 2:45)

Here's everything you need to do AFTER the class.

▪ Practice and Application (Wednesday)

- Review course opportunities
- [Semester-Long Assignment: Twitter & Social Media](#)

▪ Assessment

- [Assessment: Syllabus and Course Policies](#)

▪ Practice and Application (Friday)

- [In-class activity: Ice-Breaker](#)

▪ Dialogue and Reflection

- [Discussion: Let's meet the sports journalist in you!](#)
- [Survey: Check-in at the End of the Week](#)

Module 1
Week 2
(Sept. 1 & 3)

**Careers in Sports
Journalism**

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. Identify the key components of sports journalism and its evolution through history how this course will prepare us for learning the theories and skills around it.
2. Outline the course expectations and assignments.

Course roadmap

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

- Review these resources
 - Sign up for [media releases](#) at from the Big Ten.
- [Do course readings](#)
 - **Required on Perusal**
 - Sports Journalism Chapter 8: Following the Style
 - The fight for women sports reporters' access to locker rooms is history -- or is it? (5 pages)
 - Locker Room Etiquette (2 pages)
 - Tread lightly, logo etiquette in the locker room (explicit-3 pages)
 - **Optional**
 - Where's all the 'good' sports journalism? Sports media research, the sociology of sport, and the question of quality sports reporting
 - Survey Finds Boosterism, Freebies Remain Problem for Newspaper Sports Departments
- [Watch course video](#)
 - The History of Sports Media (2:58)
 - Sports Journalism: Not a Job For Fanboys-Clarence Hill (3:25)
 - Mets Insider: Day in the Life of a Beat Reporter (6:37)

Here's everything you need to do DURING the class.

- **Practice and Application (Wednesday)**
 - Discuss sports journalism career pathways
 - Fundamentals of game coverage
- **Practice and Application (Friday)**
 - Visit Big Ten Student U to learn about broadcast careers and the work we will do with them this semester--and beyond (if you wish!).

Here's everything you need to do AFTER the class.

- **Dialogue and Reflection**
 - [Discussion: What game will you cover?](#)

Module 1
Week 3
(Sept. 8 & 10)

Learning the Beat

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. Identify the key components of game coverage and how you prepare for them.
2. Research and preparation for game coverage.
3. Create the structure of game story.

Course roadmap

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

- **Do course readings**
 - **Required**
 - Sports Journalism: Covering the Game (21 pages)
 - The Sportswriting Machine | The New Yorker (1 page)
 - **Optional**
 - ESPN has tried to focus more on sports, but that changed with George Floyd - The Washington Post (6 pages)
- **Watch course video**
 - Writing it down
 - A Day In The Life Of AP Sports Writer Cliff Brunt

Here's everything you need to do DURING the class.

- **Practice and Application (Wednesday)**
 - [In-Class Activity: Let's Write Up a Game](#)
- **Practice and Application (Friday)**
 - Meet sportswriters to discuss careers and skills
 - [At-Home Assignment: Game Coverage](#)

Here's everything you need to do AFTER the class.

- **Dialogue and Reflection**
 - [At-Home Assignment: Finding Your Final Project/Big Ten Student U Story](#)

Module 1
Week 4
(Sept. 15 & 17)

Covering Games

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. Recognize and execute the components of a game story written in the AP summary style.
2. Identify challenges that come with game coverage and how to overcome.

Course roadmap

Here's everything you need to do and remember BEFORE the class:

- **Resource**
 - The Associated Press has a very clear structure for its freelance writers. [Here is a copy of the freelance guidelines and sample materials.](#) We will be writing in the AP format using AP Style.
 - PLEASE refer to the [AP Style for Sports resource](#)--you will need it!
- **Do course readings**
 - Sports Journalism Chapter 6: Choosing the words (26 pages)
 - Sports Journalism Chapter 7: Writing the story (36 pages)
 - Game Story: Buckeyes rally to make their case for No. 1 (1 page)
 - Game Story: Ohio State Penn State (1 page)
 - Game Example 3: CBJ v Boston (1 page)
- **Watch course video**
 - Sports Writing (11:14)
 - Writing a Beat (2:17)

Here's everything you need to do DURING the class.

- **Practice and Application (Wednesday)**
 - [Draft: Game Story](#)
- **Practice and Application (Friday)**
 - Work on game story

Here's everything you need to do AFTER the class.

- **APPLICATION OF MODULE THEMES**
 - [Major Assignment No. 1: Game Story](#)

Module 2
Week 5
(Sept. 22 & 24)

Press Conferences and Scrums

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. Recognize and execute the components of a game story written in the AP summary style.
2. Identify challenges that come with game coverage and how to overcome.

Course roadmap

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

- **Do course readings**
 - Sports Journalism Chapter 4: Asking the Question (23 pages)
 - Here Are Six Tips For Reporters Covering Press Conferences (1 page)
 - The Worst Question in Sports: What We Talk About When We Say 'Talk About' (3 pages)
- **Watch course videos**
 - Interviews (3:24)
 - Sources (3:52)
 - Worst Sports Interview Ever (3:35)
 - Press Conference with Ohio State Basketball coach Chris Holtmann (9:15)

Here's everything you need to do DURING the class.

- **Practice and Application (Wednesday)**
 - Learning to cover press conferences
 - [In-Class assignment: Press Conference Story](#)
- **Practice and Application (Friday)**
 - Visit with Adam Jardy of Columbus Dispatch

Here's everything you need to do AFTER the class.

- **Dialogue and Reflection**
 - [At-Home Assignment: Researching Your Final Project/Big Ten Student U Story](#)

Module 2
Week 6
(Sept. 29 & Oct. 1)

Sources and Interviews

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. Recognize and execute the components of a game story written in the AP summary style.
2. Identify challenges that come with game coverage and how to overcome them.

Course roadmap

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

- **Do course readings**
 - Sports Journalism Chapter 3: Finding Sources (22 pages)
 - 8 of the most revealing sporting interviews ever published
 - 12 basics of interviewing, listening and note-taking
 - Example: Claudio Reyna's family opens up on Jack's death, Giovanni's future - Sports Illustrated
- **Watch course video**
 - Katie Couric on how to conduct an interview (5:08)
 - LeBron James Interview at the Sports Illustrated Awards (3:33)

Here's everything you need to do DURING the class.

- **Practice and Application (Wednesday)**
 - [In-class activity: Preparing for an Interview](#)
- **Practice and Application (Friday)**
 - Feature structure and ideas

Here's everything you need to do AFTER the class.

- **Dialogue and Reflection**
 - [Discussion: Hunting for FEATURE Story Ideas](#)

Module 2
Week 7
(Oct. 6 & 8)

Finding Features

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. Recognize and execute the components of a feature story written in the AP summary style.
2. Identify challenges that come with features and how to overcome them.

Course roadmap

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

▪ Resources

- [Sports Feature Ideas](#)

▪ Do course readings

- Sports Journalism: Working with media (23 pages)
- Sports Journalism: Highlighting the greats (21 pages)
- **Feature examples:**
 - LeBron James's worlds collide as son's team, alma mater meet
 - John Rocker by Jeff Pearlman
 - Tanner Fritz's NHL Dreams
 - How the death of Tom Ryan's son shaped his life
 - Ex-Phillies reliever's greatest save

▪ Watch course video

- Fox Sports Feature Trevon Bluiett

Review two multimedia packages:

- Punched Out: The Life and Death of a Hockey Enforcer (New York Times)
- He Can Hit a Golf Ball 445 Yards. Can He Become a Golfer? (New York Times)

Here's everything you need to do DURING the class.

▪ Practice and Application (Wednesday)

- Understanding feature structures and writing.

▪ Practice and Application (Friday)

- [In-Class Assignment: Feature Article idea, lede and nut graph](#)

Module 2
Week 8
(Oct. 13—No class
Oct. 15 for Fall
Break)

What Opinions are
Like

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. Recognize and execute the components of a column.
2. How opinion and fact can converge in columns.
3. Identify challenges that come with columns and how to overcome them.

Course roadmap

Here's everything you need to do and remember *BEFORE* the class

Do course readings

- Writing a Sports Column Far From Print, and the Game (3 pages)
- Take chances, vary approaches when writing sports columns (2 pages)
- Sports Coverage- "Toy Department" or Public-Service Journalism? The Relationship Between Reporters' Ethics and Attitudes Toward the Profession (19 pages)

Examples

- Column example: Steve Rushin (1 page)
- Rob Oller | Everyone wins thanks to college football's new transfer rules (1 page)

Watch course video

- Columns (3:42)

Here's everything you need to do *DURING* the class.

Practice and Application (Wednesday)

- [Draft: Feature Story](#)

Here's everything you need to do *AFTER* the class.

Dialogue and Reflection

- [OPTIONAL Discussion \(5 points EXTRA CREDIT\): The Writing of Frank DeFord](#)
- Enjoy your fall break!

Module 3
Week 9
(Oct. 20 & 22)

Reporting with Data
and Stats

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. Discover the techniques and opportunities around data analytics in sports.
2. See sports data in a new way geared toward visualization and social sharing.

Course roadmap

Here's everything you need to do and remember *BEFORE* the class

Do course readings

- Data Visualisation in Sports Journalism (21 pages)

Optional (not on Perusall)

- A data journalist's guide to sports data (2 pages)

Watch course video

- Poets and Quants: How Analytics has Changed Sports Journalism (59:52)

Here's everything you need to do *DURING* the class.

Practice and Application (Wednesday)

- Meet with Alison Lukan on data analytics

Practice and Application (Friday)

- Meet with Bill Landis of The Athletic

Here's everything you need to do *AFTER* the class.

- [At-home Assignment: Statistical Breakdown](#)

Application of Module Themes

- [Major Assignment No. 2: Feature Article](#)

Module 3
Week 10
(Oct. 27 & 29)

Something About Social

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. How can you use social media to better engage your consumers?
2. What is the difference between using social for personal use and social for professional use.

Course roadmap

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

- **Do course readings**
 - 5 Awesome Sports Social Media Examples to Learn From - ThemeBoy (2 pages)
 - 10 Ways Social Media Ruined Sports | Bleacher Report | Latest News, Videos and Highlights (2 pages)
 - News sources and follow-up communication: Facets of complementarity between sports journalism and social media (19 pages)
 - Sports Photography: An Introduction (4 pages)

Watch course video

- The Future of Sports Media (6:23)
- Women's Sports Report Talks Social Media (7:46)
- Worst Social Media Fails in Sports (Explicit content) (12:26)

Here's everything you need to do DURING the class.

- **Practice and Application (Wednesday)**
 - Visit with Kyle Robertson of Columbus Dispatch
- **Practice & Application (Friday)**
 - Game Live Tweeting and video capture
- **Optional Check-In**
 - We are more than 65% of the way through the semester, so I wanted to reach out and see if you had additional thoughts about the semester and our class. I'd love to hear your thoughts and feelings.

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. Recognize and execute the components of broadcasting in various formats, from game coverage to podcasting.
2. Identify challenges that come with audio coverage and how to overcome them.

Course roadmap

Here's everything you need to do and remember BEFORE the class:

- **Do course readings**
 - Radio and its Impact on the Sports World, by Eric C. Covil (4 pages)
 - Sports Radio Jobs- The Hard Reality of Working in Sports Radio (5 pages)
 - The Podcast Revolution (4 pages)
 - ESPN finds success turning 30 for 30 into a podcast experience (3 pages)
- **Watch course video**
 - George Costanza ponders about potential jobs (2:24)
 - "Behind the Scenes with The Columbus Blue Jackets Radio Network (20:56)
 - How To Start A Sports Podcast (For Beginners) (8:31)

Here's everything you need to do DURING the class.

- **Practice and Application (Wednesday)**
 - Audio journalism skill development
- **Practice and Application (Friday)**
 - Podcasting

Module 3
Week 11
(Nov. 3 & 5)

Audio Sports Journalism

Module 3
Week 12
(Nov. 10 & 12)

Sports Broadcasting

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. Understand the types of career opportunities that exist in sports broadcasting.
2. Learn the skills needed for sports broadcast careers.

Course roadmap

Here's everything you need to do and remember *BEFORE* the class:

- **Do course readings**
 - The Sportscaster: A Brief History & Job Description (1 page)
 - How to Become a Sports Broadcaster | WorkinSports.com (5 pages)
 - Becoming a Play by Play Announcer- Five Tips for Success (6 pages)
 - A Week in the Life of a Sideline Reporter for the NFL on Fox (5 pages)
- **Watch course videos**
 - A day in the life of a sports broadcaster (3:53)
 - FOX Sports' Pam Oliver on the Art of Sideline Reporting (5:20)
 - Sportscaster career advice (4:33)
 - ESPN's Stuart Scott gives a quick lesson on being a great commentator (3:08)
 - Sports Journalist Example Reel (9:32)

Here's everything you need to do *DURING* the class.

- **Practice and Application (Wednesday)**
 - Broadcasting job skills
- **Practice and Application (Friday)**
 - Broadcast techniques
- **Application of Module Themes**
 - [Major Assignment No. 3: Big Ten Student U](#)

Module 4
Week 13
(Nov. 17 & 19)

Social Justice in Sports Coverage

Learning outcomes for this session

Today, our activities, content, and assignments will help you to be able to do the following:

1. To identify some of the key areas of social justice in sports where media has been influential.
2. To better understand the role that media plays in social justice.

Course roadmap

Here's everything you need to do and remember *BEFORE* the class:

- **Do course readings**
 - Athletes and activism: The long, defiant history of sports protests (55 pages)
 - Economic and social justice: What can players and leagues really do? (9 pages)
 - Jim Brown, Kareem Abdul-Jabbar join with San Jose State to launch social activism institute (8 pages)
 - Athletes getting back in the protest game (9 pages)
- **Watch course videos**
 - History of social activism through sports (2:05)
 - NBA Hall of Famer Kareem Abdul-Jabbar defends nationwide protests in op-ed (8:29)
 - An in-depth chat with NASCAR driver Bubba Wallace (5:55)

Here's everything you need to do *AFTER* the class.

- **Practice and Application (Wednesday)**
 - Covering social justice in sports
 - Discussion about final projects.
- **Practice and Application (Friday)**
 - Freelancing

<p>Module 4 Week 14 (Nov. 24 & 26)</p>	<p>THANKSGIVING—NO CLASSES SCHEDULED</p>
<p>Module 4 Week 15 (Dec. 1 & 3)</p> <p>Final Project Work</p>	<p>Learning outcomes for this session</p> <p>Our activities, content, and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> ▪ Completing the final project. ▪ Dialogue with each other and experts on where to go next in journalism. <p>Course roadmap</p> <p><i>Here's everything you need to do and remember DURING the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application-Wednesday <ul style="list-style-type: none"> ▪ Work on final project articles in class with team. ▪ Work on final project assets, including video, article and design. ▪ Submit article drafts by 1:30 p.m. to be reviewed by team members. ▪ Practice and Application-Friday <ul style="list-style-type: none"> ▪ Provide edits back to your final articles to team members. ▪ Revise articles with Nicole and Jacob ▪ What's due <ul style="list-style-type: none"> ▪ Semester-Long Assignment: Twitter & Social Media (due Wednesday) ▪ List Your Extra Credit Here! (due Wednesday)
<p>Module 4 Week 16 (Dec. 8)</p> <p>The End is Here</p>	<p>Learning outcomes for this session</p> <p>Our activities, content, and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> ▪ Completing the final project and showcasing them to your classmates. ▪ Dialogue with each other and experts on where to go next in journalism. <p>Course roadmap</p> <p><i>Here's everything you need to do and remember DURING the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Wednesday) <ul style="list-style-type: none"> ▪ Present Final Project in class ▪ What's due <ul style="list-style-type: none"> ▪ Major Assignment No. 4: Final Project (due Wednesday) ▪ Discussion <ul style="list-style-type: none"> ▪ Discussion No. 8: What have we learned? (Due Wednesday at 11:59 p.m.)

