



SYLLABUS: COMM 3414

Sports Media Relations

Spring 2022

T/R 3:55-5:15 p.m., 281 Journalism

Instructor

Instructor: Dr. Nicole Kraft
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Office Hours:

Wednesday 11:30 a.m.-1:30 p.m. (in 3045E Derby Hall)
Thursday 1:30 p.m.-3:30 p.m. (in Lantern newsroom
conference room)

[Zoom Office Hours](#) (by appointment)

Course overview

This course will serve as an introduction to sports media relations, exploring theories and developing skills needed to pursue a career in the field. This will include developing skills as a media relations professional, the person who facilitates and manages the communication needs of a varied constituency. This course will also guide students in developing understanding of social scientific concepts around relationships that exist in the sports media landscape, including coaches, media, student-athletes, fans, athletics department staff.

In this course, you will learn the history and goals of sports media relations, as well as how to serve in that role for a collegiate, amateur or professional team or organization. Sports media relations combines sports journalism with strategic communication to serve the needs of both athletic organizations and the media at large. This class will foster a workshop environment in which students can build appreciation and skill sets for this particular craft.

Skill Development

Students will also leave this class with projects that exhibit skill development, including in-house publicity feature story development and writing, social and multimedia projects and a media kit with original content and designed using industry desktop publishing tools.

- Media training
- Game notes
- Working with media (print, online, radio, television)
- Social media
- Player/coach/team features (written/video)
- How to manage statistics/scoring systems
- Research/record books/archiving
- Game coverage
- Photography and videography
- Award nomination/promotion
- Writing (AP style)
- InDesign/PhotoShop

Catalog course description

This hands-on, active-learning course will teach the theory and practice of sports media relations, developing strategic communication skills including writing, social media and multimedia, which will prepare students for sports media careers at the collegiate or professional sports levels.

Expected learning outcomes

By the end of this course, students should successfully be able to:

1. Understand the development of the sports media relations field and its theoretical purpose.
2. Recognize and engage in media relations skills to managing the needs of various constituents, including coaches, media, athletes, fans and athletics department staff.
3. Create and distribute media relations materials across platforms and channels such as mass media, public relations/publicity, advertising, digital and social media, direct marketing, and support media employed for strategic communication and promotion.
4. Understanding of the social and ethical dimensions of sports media relations.

Course materials

Required books:

Media Relations in Sport 5th Edition

Esherrick, C., Caskey, P., & Schulz, B. (2020). *Media Relations in sport (5th edition)*. Fitness Information Tech. (FREE IN CARMEN)

Press, A. (2019). Associated Press Stylebook 2019: And briefing on media law. New York, N.Y.: BASIC Books. ISBN: 978-1541699892. Purchase here: <https://store.apstylebook.com/2017-ap-stylebook-print-edition.html>

You will need to subscribe to [ADOBE CREATIVE CLOUD](#) during your time in class. This will cost \$20/month.

Please also sign up for a FREE [Canva](#) account.

Teaching Philosophy

I am a great believer in the power of students to engage in and drive their own education, which means taking a greater responsibility for an engagement in what happens in your classes. To that end, I do not subscribe to the “sage on the stage” class ideology, whereby I would lecture and you would (hopefully) listen. Instead, we follow what is known as the “inverted learning” model, which means you read and watch short videos at home BEFORE the first class of the week.

Our class time is then dedicated to engaging with the material through a variety of “active learning” activities and assessments to determine and build your comprehension. With this active class 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. The workload is the same—meaning for a three-credit class for every hour of work you do in class you will spend three hours working at home. The main difference is your class time will not be spent being lectured to; you will be engaged in actively learning the material through discussion, exercises, activities and assignments.

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 24x7.

Carmen:

- Carmen, Ohio State’s Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](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](#)

Hypothesis

- Hypothesis is a social annotation tool that is fully integrated with Canvas. Using Hypothesis, I made PDFs and websites annotatable. You can annotate course readings collaboratively, sharing comments and replying to peer’s comments. All you need to do to access the readings via Hypothesis is to click on the links in each module under “READINGS”.
- Successful strategies for using Hypothesis include:
 - Ask each other questions, share ideas, and collaborate around learning.
 - Annotate the syllabus.
 - All readings are annotation-enabled creating an optional space for you to connect with each other.

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>

Zoom

- The webinar tool Zoom will be used to host online office hours. You can log in through a link provided weekly in Carmen.
- Help guides on the use of Zoom can be found at <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started>

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.

Computer: Friend or Foe?

This course, like journalism as a whole, relies heavily on access to computers, specific software, and the Internet. At some point during the semester you will likely have a problem with technology. Your laptop will crash; your iPad battery will die; a recording you make will disappear; you will accidentally delete a file; the wireless will go down at a crucial time.

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

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

Dress Code

This class is a quasi-professional environment that will involve you meeting with people from all walks of life. Dressing the part will be key to your professionalism. To that end, please wear clothing that would allow you to feel comfortable meeting any guest. That means, for our class purposes, no pajamas, slippers, crop tops, sweat pants or excessively ripped clothes. When we cover specific events, I will recommend business casual attire.

Grading and faculty response

Grades

Assignment or category	Points and Percent
Class participation and professionalism	50/5%
Syllabus quiz and discussions	250/25%
In-Class Activities (3 @ 50 points each)	150/ 15%
Game recaps packages	100/10%
Player Mini Features with photography	100/10%
Designing Graphics	100/10%
Game-Notes Package	250/ 25%
Total	1000 /100%

See course schedule for due date.

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 submissions

All assignments are due at the beginning of the 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 and grades will be provided there. (I'll make sure you know how!)

Assignment guide

Class Participation and Professionalism

These points are assigned at the discretion of the professor, based on your attendance and level of engagement participating in class activities. Please consider this class like work experience opportunity. Professionalism means being in attendance at our session, or contacting your professor BEFORE class about an absence and making sure to catch up on missed materials. In this class, we ask you to dress in a way that would be respectful to meet anyone at the university or in sports, from Gene Smith to the Blue Jackets social media team. Coming on time and not leaving early are additional signs of professionalism, as is working constructively with others in class.

Syllabus and Assessment of Readings

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.

During the semester we will assess your consumption and understanding of the material with a 5-point assessment quiz in Carmen. The questions will relate to articles to read and lecture videos, and gauge your understanding and application of key concepts.

In-Class Activities

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 in class and will involve group work and individual activities, as well as working with athletic communication professionals to build skills, understand and apply the social and ethical dimensions of strategic communication to skill development, and demonstrate analytical and writing skills commonly employed in strategic communication industries. These activities will include practicing skills we learn through our class materials and lectures.

Assignments are:

1. How to organize and conduct interviews
2. Writing pre-and post-game articles
3. Data collection and analysis for creation of pre-game note materials.
4. Researching and writing player profiles
5. Writing a press release
6. Facilitating media interviews and crisis communication
7. Develop game notes.
8. Design of media kit using InDesign and PhotoShop

Major Assignment 1: Game Recap Package

For this assignment, you will attend an Ohio State athletic event for the team you have been assigned. You will create the components of a recap, which will provide coverage in the Ohio State website style.

Attend the game and take notes about how the game is played and how it is won or lost.

- Take notes on key moments or records in the game.
- Conduct post-game interview on video with a player or coach.
- Write your story putting the who, what, when, where, why in graph one, and then writing the key chronology of the game. Include one quote from a Buckeye player or coach.
- Total article length=200 words
- Make sure it follows the AP Style we have reviewed in class and are provided on your AP Style Cheat Sheet.
- Next write a HOW IT HAPPENED recap for anyone who needs quick capture of the event. 50 words.
- Write THREE NOTES, indicating key moments in the game or milestones achieved, based on stats.
- Edit player/coach video to have clean intro and out. Upload to YouTube
- Embed photo, recap, game notes and video in Adobe Spark (Links to an external site.).
- Submit Spark link to Canvas

Major Assignment 2: Mini Feature Articles

Players and teams are brought to life for fans through feature articles, and we will have the chance to write just such a feature for this assignment. Unlike journalistic features, writing shorter can be helpful for coverage and to attract fan attention, so we will work on mini-profiles from the same team.

You will write **TWO** mini-features, selecting a style from this list (each one must be a different style). Each mini-feature will 250-300 words:

1. A profile on an Ohio State player or coach in your assigned sport. Use research to come up with an "angle" that makes this story have news value now. Examples would be a Michigan native whose team is getting ready to play Michigan, a player whose mother is undergoing breast cancer treatments, a coach who brings her dog to practices. The key is to tie the "nut graph," or the paragraph that tells us what the story is about, to an upcoming game/match.
2. Team feature: These are good for the beginning of the season, or right before post-season play, to look at the team as a whole and what might make them have success (or not). Examples would be the volleyball team coming back after winning the National Championship last year--who did they lose, how did they prepare for another championship run, challenges, opportunities, who is new on the team, etc.
3. Special event feature: Is something original happening at an upcoming game--military appreciation, cancer awareness, first responders? Profile the event--when did it start being recognized, why, how, by who?

All of these stories must start with an ANECDOTAL or NARRATIVE lede, and have a nut graph as the second or third graph that contains the WWWWWH. They all will be 250-300 words in length and contain AT LEAST two human sources!

Major Assignment 3: Designing Graphics

This assignment will allow you to delve into design elements that are important to team promotions and social media engagement! In this assignment, you will create a template that could be used repeatedly for games and teams.

1. [SCORE GRAPHIC](#): a graphic to be sent out on social when your team scores.
2. [GAMEDAY GRAPHIC](#): announcing an upcoming competition
3. [PLAYER OF THE WEEK](#)

FINAL PROJECT: Game-Notes Package (group/team project)

Serving media on game day is a significant part of athletic communication. For this project you will create materials that promote teams and implement media relations planning and design of professional-quality materials by create media materials for a specific game involving an Ohio State team that you are assigned in class. This project will include researching the team, conducting interviews with coaches and players, and building elements that will benefit media covering the game.

This will include:

- Rosters with biographical information
- Design
- Game notes for home team

- Player and/or coach features
- Photographs from practice
- Video to advance game with press conference visuals

This will be created as an online document using free web-design tools introduced in class.

Additional information

Extra Credit

Everyone will have the opportunity throughout the semester to attend events or do research for extra credit, up to 20 points.

- **Activities:** Participate in the outside class activities identified during the semester
- **Research:** Take part in School of Communication research, and receive 5 points per activity. <http://osucomm.sona-systems.com>

All extra credit will be reported in Carmen. The deadline for completion and reporting to me all of the extra credit is the last Friday 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.

Lunch Anyone?

Arts & Sciences has a program called “[Take Your Professor to Lunch](#),” and I would LOVE to have lunch with you! This program is student initiated with an undergraduate student inviting a College of Arts and Sciences teacher to lunch. Meal cards are limited and distributed first-come, first-served.

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 class 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.

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!

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. Since we meet just twice a week, missing more than two classes in the semester without documentation will result in the final grade being dropped a letter grade.

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.

Safe and Healthy

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 any class materials and turn in assignments via the drop box or e-mail. If you do not notify me, your assignment will not be accepted.

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](tel: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](tel: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.

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

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

Week	Details
Week 1 (Jan. 11-13) What is Sports Media Relations	<p>Learning outcomes for this week</p> <p>Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Meet the class and your classmates 2. Understand the goals, opportunities and responsibilities in this class. 3. Understand the role of sports media relations. 4. Differentiate between sports media relations and public relations. <p>Course roadmap</p> <p><i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> ▪ Please review: <ul style="list-style-type: none"> ▪ Our syllabus ▪ Do course readings <ul style="list-style-type: none"> ▪ Sports Publicity: A Practical Approach Chapter 1: Getting started and building contacts/volunteerism ▪ Sports Public Relations: How to Do Sports PR (w/ Examples) ▪ Visit Ohio State Buckeyes (Links to an external site.) ▪ Watch course video <ul style="list-style-type: none"> ▪ VIDEO/Audio: What is Sports Media Relations ▪ Assessment <ul style="list-style-type: none"> ▪ Syllabus and course quiz <p><i>Here's everything you need to do IN class TUESDAY.</i></p> <ul style="list-style-type: none"> ▪ Review syllabus and course expectations with Nicole <p><i>Here's everything you need to do IN class THURSDAY.</i></p> <ul style="list-style-type: none"> ▪ In-class activity No. 1: Ice-Breaker ▪ Discuss what is media relations in sports
Week 2 (Jan. 18-20) Sports Media Skills and Jobs	<p>Learning outcomes for this session</p> <p>Today, our activities, content, and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> ▪ Understand what skills are needed for a career in sports media relations. ▪ Identify differences between media relations and brand journalism. ▪ Understand AP style and grammar skills needed for communication careers. ▪ Be familiar with a key communication theory: agenda-setting, <p>Course roadmap</p> <p><i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> ▪ Do course readings <ul style="list-style-type: none"> ▪ Reading, Writing and Speaking ▪ Media Relations in Sport: Sports Information Specialists ▪ Watch course videos <ul style="list-style-type: none"> ▪ VIDEO: Careers in sports media relations <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> ▪ Practice and application Tuesday <ul style="list-style-type: none"> ▪ Meeting sports media professionals to learn their career pathways and advice ▪ Identify which team you may wish to work with. ▪ Practice and application Thursday <ul style="list-style-type: none"> ▪ Visit from Todd Sharrock of Columbus Blue Jackets and Leann Parker from Ohio State Athletics to determine skills we need for jobs in Sports Media Relations ▪ Resource <ul style="list-style-type: none"> ▪ TeamWorks Online (careers in sports)

<p>Week 3 (Jan. 25-27) Working with Coaches and Players</p>	<p>Learning outcomes for this session</p> <p>Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Understand how media relations professionals navigate between coaches, players and the media. 2. The challenges and opportunities in the relationship. 3. How we can maintain high professional standards in this environment <p>Course roadmap</p> <p><i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> ▪ Do course readings <ul style="list-style-type: none"> ▪ Communicating in the College Environment ▪ Sports Information Specialists ▪ Inside the life of PR staffers: 'There's a lot the public will never know' ▪ College Head Coaches Are Blowing Media Opportunities <p><i>Here's everything you need to do IN the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Tuesday) <ul style="list-style-type: none"> ▪ Working with coaches/players ▪ Practice and Application (Tuesday) <ul style="list-style-type: none"> ▪ Differences between national and local media
<p>Week 4 (Feb. 1-3) Pre- and Post-Game Coverage</p>	<p>Learning outcomes for this session</p> <p>Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Understand and execute the writing of game stories from the team perspective. 2. Incorporate journalistic skills and media relations duties. 3. Demonstrate good writing skills free of grammar issues, typos, jargon. <p>Course roadmap</p> <p><i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> ▪ Please review these team game stories: <ul style="list-style-type: none"> ▪ Ohio State falls in Top 25 Battle with Indiana (Links to an external site.) ▪ No. 17 Buckeyes Down No. 3 Wolverines, 6-1 (Links to an external site.) ▪ Do course readings <ul style="list-style-type: none"> ▪ Media Relations in Sport: Developing Writing Skills ▪ Avoid using cliches in sports writing ▪ Sportswriter Resources: Writing the Short Game Story <p><i>Here's everything you need to do IN the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Tuesday) <ul style="list-style-type: none"> ▪ ASSIGNMENT: Writing Gamers (in class) ▪ Practice and Application (Thursday) <ul style="list-style-type: none"> ▪ Working on your gamers <p><i>Here's everything you need to do AFTER the class.</i></p> <ul style="list-style-type: none"> ▪ Dialogue & Reflection <ul style="list-style-type: none"> ▪ Discussion: Let's discuss Module 1 materials ▪ Discussion & Module Assessment (due Sunday 11:59 p.m.) <ul style="list-style-type: none"> ▪ Major Assignment No. 1: Game Recap Package
<p>Week 5 (Feb. 8-10) Working with Media</p>	<p>Learning outcomes for this session</p> <p>Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Understand the communication tools that help facilitate sports coverage. 2. Design, execute and disseminate media materials. <p>Course roadmap</p> <p><i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> ▪ Please review: ▪ Do course readings <ul style="list-style-type: none"> ▪ How to Write a Press Release for a Sporting Event in 2021

	<ul style="list-style-type: none"> ▪ Press Conferences in Sport ▪ The Press Conference ▪ Sports writers could ditch the ‘clown questions’ and do better when it comes to press conferences ▪ Watch course videos <ul style="list-style-type: none"> ▪ Memorable Press Conference Moments (read and watch embedded videos) ▪ Ryan Day Press Conference after Michigan Loss (24 minutes) <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Tuesday) <ul style="list-style-type: none"> ▪ ASSIGNMENT: Write a press release ▪ Practice and Application (Thursday) <ul style="list-style-type: none"> ▪ Running pressers and media events
<p>Week 6 (Feb. 15-17) Player Features</p>	<p>Learning outcomes for this session</p> <p>Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Identify stories that bring players to life and promote the team. 2. Write narratives to be included on team websites of players on in-season teams. <p>Course roadmap</p> <p><i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> ▪ Do course reading <ul style="list-style-type: none"> ▪ Print Media ▪ Media Relations in Sports: Interviewing ▪ Watch course video <ul style="list-style-type: none"> ▪ Pro Hockey Media Relations 101 (2:03) ▪ Top 10 most ridiculous press conferences (12:52) ▪ Bull Durham cliches (1:55) <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> ▪ Practice and application (Tuesday) <ul style="list-style-type: none"> ▪ Understanding interviewing from the other side. ▪ Practice and application (Thursday) <ul style="list-style-type: none"> ▪ Finding and writing short features
<p>Week 7 (Feb. 22-24) Game Notes</p>	<p>Learning outcomes for this session</p> <p>Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Identify what makes a strong game notes package. 2. Learn skills to create game notes for your selected team. <p>Course roadmap</p> <p><i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> ▪ Please review: <ul style="list-style-type: none"> ▪ Ohio State Men's Hockey notes ▪ Minnesota Hockey notes ▪ Washington Wild Things notes ▪ Niagara Men's Basketball notes ▪ Ohio State Women's Basketball notes ▪ Ohio State Men's Basketball notes ▪ Do course reading <ul style="list-style-type: none"> ▪ Media Relations in Sport: Creating Promotional Guides <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> ▪ Practice and application (Tuesday) <ul style="list-style-type: none"> ▪ What are game notes and how do we make them ▪ ASSIGNMENT: What makes good game notes? (due Sunday) ▪ Practice and application (Thursday) <ul style="list-style-type: none"> ▪ ASSIGNMENT: Creating Games Notes

<p>Week 8 (March 1-3) Developing social media</p>	<p>Learning outcomes for this session Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Explore how social media drives fan/team interaction and information dissemination. 2. Determine the best approach to social--to snark or not to snark? 3. Determine what social teams need and how to approach it. <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> ▪ Please review: ▪ Do course reading <ul style="list-style-type: none"> ▪ Media Relations in Sport: Publicity Campaigns ▪ Media Relations in Sport: Social Media, Twitter, and Technology ▪ How to use social media in sports to keep fans engaged ▪ Watch course video <ul style="list-style-type: none"> ▪ The Role of Social Media in Sports Marketing: Why Twitter Matters in Sports Games ▪ Vince Carter addresses the negative effects of social media on athletes OTL ▪ Social Media Marketing Strategies For Sports Teams With Examples <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> ▪ Practice and application (Tuesday) <ul style="list-style-type: none"> ▪ Talking social strategy with the Blue Jackets and Big Ten ▪ Practice and application (Thursday) <ul style="list-style-type: none"> ▪ Using photo for social strategy with Russ Hoeflich ▪ Discussion & Reflection <ul style="list-style-type: none"> ▪ Discussion: Let's discuss Module 2 materials ▪ Module Assessment <ul style="list-style-type: none"> ▪ Major Assignment No. 2: Mini Feature Articles
<p>Week 9 (March 8-10) Doing Design</p>	<p>Learning outcomes for this session Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Recognize the key design elements in use in athletic teams/programs. 2. Engage in design using templates. <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> ▪ Do course reading <ul style="list-style-type: none"> ▪ Get to know Photoshop ▪ Watch course video <ul style="list-style-type: none"> ▪ VIDEO: Creating with Photoshop <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> ▪ Practice and application (Tuesday) <ul style="list-style-type: none"> ▪ Understanding design ▪ Practice and application (Thursday) <ul style="list-style-type: none"> ▪ Photoshop in Sports
<p>Week 10 (March 15-17)</p>	<p>NO CLASSES SPRING BREAK</p>
<p>Week 11 (March 22-24) Creating multimedia for sports comm</p>	<p>Learning outcomes for this session Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. To understand how personal branding is elemental to media relations. 2. To conceptualize player/team branding. 3. To recognize skills and tools needed for execution of branding. <p>Course roadmap</p>

	<p><i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> ▪ Please review: <ul style="list-style-type: none"> ▪ Get started with InDesign ▪ Getting started with Canva (Links to an external site.) ▪ Do course reading <ul style="list-style-type: none"> ▪ Athletes and Personal Branding: the Power of Social Media ▪ NCAA Student-Athletes Using NIL and Personal-Branding to Their Advantage ▪ Watch course video <ul style="list-style-type: none"> ▪ Start with Canva in 2021 (10:25) ▪ Adobe InDesign Tutorial for Beginners (5:27) ▪ Navigating Student Athlete NIL Branding Opportunities (2:37) <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> ▪ Practice and application (Tuesday) <ul style="list-style-type: none"> ▪ Doing design ▪ Practice and application (Thursday) <ul style="list-style-type: none"> ▪ Player personal branding
<p>Week 12 (March 29-31) Stats and scorekeeping Media Guides</p>	<p>Learning outcomes for this session</p> <p>Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Understand how scorekeeping works across sports. 2. Determine how to keep score and use data to help augment media relations skills. <p>Course roadmap</p> <p><i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> ▪ Do course reading <ul style="list-style-type: none"> ▪ Scoring Baseball (Links to an external site.) ▪ Hockey Scorekeeping ▪ Lacrosse scorekeeping ▪ Watch course video <ul style="list-style-type: none"> ▪ Keeping a (baseball) scorebook (11:33) ▪ Basketball scorebook (6:28) ▪ How to keep score in volleyball (14:18) ▪ Off-ice official: Scorekeeper (5:08) <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> ▪ Practice and application (Tuesday) <ul style="list-style-type: none"> ▪ Understanding Stats and scorekeeping ▪ Practice and application (Thursday) <ul style="list-style-type: none"> ▪ Practicing scorekeeping ▪ Discussion & Reflection <ul style="list-style-type: none"> ▪ Discussion: Let's discuss Module 3 materials ▪ Module Assessment <ul style="list-style-type: none"> ▪ Major Assignment No. 3: Designing Graphics
<p>Week 13 (April 5-7) Crisis Communication</p>	<p>Learning outcomes for this session</p> <p>Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. To identify what makes a crisis. 2. How to prepare responses for a crisis. 3. How communication can work to temper or inflame a crisis. <p>Course roadmap</p> <p><i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> ▪ Please review: <ul style="list-style-type: none"> ▪ Ohio State suspends football coach Urban Meyer three games: 'I want to apologize' (Links to an external site.) ▪ HOCKEY; Girl, 13, Dies After Being Hit by Puck (Links to an external site.)

	<ul style="list-style-type: none"> ▪ Do course reading <ul style="list-style-type: none"> ▪ Media Relations in Sports: Crisis Management ▪ Watch course video <ul style="list-style-type: none"> ▪ Hud Englehart on Crisis Communication (Links to an external site.) <p><i>Here's everything you need to do after class.</i></p> <ul style="list-style-type: none"> ▪ Practice and application (Tuesday) <ul style="list-style-type: none"> ▪ Handling a crisis ▪ Practice and application (Thursday) <ul style="list-style-type: none"> ▪ Practicing crisis comm
<p>Week 14 (April 12-14) Compliance and ethics</p>	<p>Learning outcomes for this session Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Understand how compliance impacts collegiate media relations. 2. Recognize the opportunities and challenges with name, image and likeness. <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> ▪ Do course reading <ul style="list-style-type: none"> ▪ Media Relations in Sports: Ethics, Law, and Regulations ▪ STUDENT-ATHLETE NAME, IMAGE, LIKENESS GUIDELINES (Links to an external site.) ▪ Watch course video <ul style="list-style-type: none"> ▪ The Exploitation of College Athletes Tim Nevius TEDxDayton ▪ Supreme Court rules on college athlete compensation <p><i>Here's everything you need to do after class.</i></p> <ul style="list-style-type: none"> ▪ Practice and application (Tuesday) <ul style="list-style-type: none"> ▪ Understanding compliance and Title IX ▪ Practice and application (Thursday) <ul style="list-style-type: none"> ▪ Ethics in media relations ▪ Dialogue and reflection (Thursday) <ul style="list-style-type: none"> ▪ Discussion: What have we learned?
<p>Week 15 (April 19-21) Putting it together</p>	<p>Learning outcomes for this session Today, our activities, content, and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> • Complete game notes package for submission. <p>Course roadmap <i>Here's everything you need to do during and after class.</i></p> <ul style="list-style-type: none"> ▪ Practice and application (Tuesday) <ul style="list-style-type: none"> ▪ Game Notes Package Creation ▪ Practice and application <ul style="list-style-type: none"> ▪ Share your Game Notes Package ▪ Course Assessment <ul style="list-style-type: none"> ▪ Major Assignment No. 4: Game Notes Package