



# SYLLABUS: COMM 3403

## Sports Journalism

### Autumn 2022

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

281 Journalism Building

Class Twitter hashtag: #osusportsjournalism

Slack Signup: [https://go.osu.edu/kraftslacksignup\\_au22](https://go.osu.edu/kraftslacksignup_au22)

## Instructor

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

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

Phone number: 614-407-6612

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

### Office Hours:

Wednesday, 11 a.m.-12:30 p.m.

In person: 3045E Derby Hall

Thursday 7:30-9:30 p.m.

On Zoom: [https://go.osu.edu/kraftofficehours\\_zoom\\_au22](https://go.osu.edu/kraftofficehours_zoom_au22)

Teaching Assistant: Jacob Bengé

Phone: 937-789-8326

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

Kraft, N. (2019). *Writing Fabulous Features*. Columbus, Ohio. Ohio State Press Books

<https://ohiostate.pressbooks.pub/writingfabulousfeatures/> Cost: FREE

### Recommended 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=](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 email, 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 set up a name.# and password, visit [my.osu.edu](https://my.osu.edu).
  - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
  - This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
    - [Carmen accessibility](#)
- **Slack:** [Sign up here](#)
  - This online message and workspace will be utilized for all class communication and some sharing of files.
  - Help guides can be found here: <https://slack.com/help/articles/360059928654-How-to-use-Slack--your-quick-start-guide>
  - 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>.
- **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.

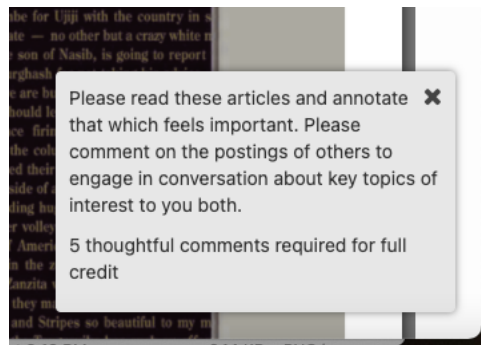
While you read, you'll receive rapid answers to your questions, help others resolve their questions (which also helps you learn) and advise the instructor how to make class time more productive. You can start a new annotation thread in Perusall by highlighting text, asking a question or posting a comment; 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](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 (3 @ 20 points)	60/6%
Game Story	100/10%
Feature article	100/10%
Big Ten Student U	100/10%
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.

### Assessments (160 points)

- Assessment: Perusall Readings  
Closed | Due Dec 1, 2021 at 11:59pm | 100 pts
- Assessment: Syllabus and Course Policies  
MODULE 1: SPORTSWRITING 101 Module | Available until Aug 26 at 12:45pm | Due Aug 26 at 12:45pm | 10 pts
- Semester-Long Assignment: Twitter & Social Media  
Multiple Modules | Due Dec 2 at 11:59pm | 50 pts

## At-Home Assignments (180 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 Assignments (180 points)

- At-Home Assignment: Finding Your Final Project  
MODULE 1: SPORTSWRITING 101 Module | Due Sep 11 at 11:59pm | 30 pts
- At-Home Assignment: Researching Your Final Project  
MODULE 2: TIME TO TALK Module | Due Sep 25 at 11:59pm | 30 pts
- At-Home Assignment: Final Project/Video interviews  
MODULE 3: DIGITAL JOURNALISM Module | Due Nov 6 at 11:59pm | 30 pts
- At-home Assignment: Statistical Breakdown  
MODULE 3: DIGITAL JOURNALISM Module | Available until Oct 21 at 11:59pm | Due Oct 21 at 11:59pm | 30 pts
- At-Home Assignment: Final Project Video B-roll  
MODULE 3: DIGITAL JOURNALISM Module | Due Nov 13 at 11:59pm | 30 pts
- At-Home Assignment 2: Game Live Tweeting  
30 pts

## Discussion Posts (60 points)

Three 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.

### Discussions (100 points)

- Discussion: What game will you cover?  
MODULE 1: SPORTSWRITING 101 Module | Available until Sep 4 at 11:59pm | Due Sep 1 at 11:59pm | 20 pts
- Discussion: Hunting for FEATURE Story Ideas  
MODULE 2: TIME TO TALK Module | Available until Oct 2 at 11:59am | Due Sep 29 at 11:59pm | 20 pts
- Discussion: BTN Student U No. 1  
Closed | Due Nov 14, 2021 at 11:59pm | 50 pts
- Discussion: BTN Student U No. 2  
Closed | Due Nov 14, 2021 at 11:59pm | 50 pts
- Discussion: What have we learned?  
MODULE 4: SEEING, HEARING AND REPORTING Module | Due Dec 7 at 11:59pm | 20 pts

## MAJOR ASSIGNMENTS (600 points)

### EXPLAINED BELOW

### Major Assignment (560 points)

- Assignment: Attendance and Participation  
Due Dec 8, 2021 at 11:59pm | 100 pts
- Major Assignment No. 1: Game Story  
Multiple Modules | Available until Sep 18 at 11:59pm | Due Sep 18 at 11:59pm | 100 pts
- Major Assignment No. 2: Feature Article  
Multiple Modules | Available until Oct 23 at 11:59pm | Due Oct 23 at 11:59pm | 100 pts
- Major Assignment No. 3: Big Ten Student U  
Multiple Modules | Available until Nov 13 at 11:59pm | Due Nov 13 at 11:59pm
- Major Assignment No. 4: Final Project  
Multiple Modules | Available until Dec 7 at 2:05pm | Due Dec 7 at 2:05pm | 200 pts

## Attendance (100 points)

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.

- If you attend all of our classes and engage fully, you get 100 points.
- If you attend and don't take part, your points will be reduced.
- We have 28 classes this semester. If you miss more than two classes this semester, unless you notify Dr. Kraft and it relates to sickness, these points will be reduced 25 points for each class missed.
- If you miss more than four class sessions this semester, you will receive a 0 for attendance.  
Please know how much you matter to EVERY class, and we very much miss you when you are not with us!

**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 will mean covering what happened, getting post-event quotes and looking at the event from a creative angle that makes your story stand out to those who already know the outcome of the event. Games must be identified and approved before they can be covered. This assignment will allow you to develop skills in writing, statistical evaluation, interviewing and deadline writing. Each article will be 350-400 words and must include a quote from a coach and a player.

**Feature Article  
(individual project)  
100 points**

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

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

**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 (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 four, you will now put it all together into one package to create a singular presentation that includes:

- **A 90- to 120-second feature video (one for each pair of reporters).**
- **A 600- to 700-word feature article (from each reporter).**
- **Complete package 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
7. Fencing
8. Rowing
9. Pistol/Rifle

*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 <https://cstw.osu.edu/our-programs/writing-center> 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 apply 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, 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 me 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 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.

## 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:

- Keep up with the schedule and assignment due dates.
- Have access to a reliable internet connection or let Nicole know of any challenges.
- Have access to at least one reliable device and a backup plan in case of a technological issue.
- Make plans to back up work. OSU provides free access to data storage through [Microsoft One Drive](#).
- Complete assigned readings before class helped them to be prepared to follow along with lectures and participate in discussions.
- Schedule time to complete activities at a steady pace during the week. Keeping a schedule prevented a last-minute rush and kept the workload manageable.
- Approach the material by thinking about the connections between readings, lectures and assignments.

## Student Academic Services

Arts and Sciences Advising and Academic Services' websites provide 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 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 any class materials and turn in assignments via the drop box or email. 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 setup or planning. The quarantine plan for this course is to join remotely via Zoom. This requires a minimum of on-hour advance notice for device and room setup. We will also record the class session and post the recording 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.

## Diversity

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

## Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources

at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu).

## Mental Health

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

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

## Academic integrity policy

### Policies for this course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **AP** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Ave.

# COVID-specific policies

Please note that these policies may be updated to reflect changes in the epidemic, changes in our understanding of the disease and changing University, local, state and federal recommendations/mandates.

## Vaccination

The COVID-19 vaccine is the single best way to protect yourself and others from the disease. Widespread vaccination also offers us our best chance of ending the pandemic and getting back to a pre-pandemic lifestyle. If you haven't already, please get vaccinated. It is safe, effective and [free](#).

## Masks and social distancing

The university requires that everyone on campus wears masks indoors (for more information, see <https://safeandhealthy.osu.edu/>). While not required, wearing a mask that covers your mouth and nose is important because it can help slow the spread of COVID-19. There are several reasons to do this, even if you are vaccinated. First, the "Delta variant," which is the dominant version of the virus that causes COVID in the U.S. today, is highly contagious and has caused a huge increase in cases recently. Second, even if you are vaccinated, there have been some cases of "breakthrough" infection, where a vaccinated person becomes ill. These cases are much less severe than cases among unvaccinated individuals, but you still don't want to go through it if you don't have to. Finally, and most importantly, if you get COVID-19 you can spread it to other people, including young children and others who cannot take the vaccine. In short, masks help protect you and they help you protect other people.

Social distancing may also help slow the spread of COVID. Although classrooms are no longer configured to ensure that students can spread out, doing so may still be helpful if you have the opportunity.

## Attendance

Given the continued high prevalence of COVID, including breakthrough cases among vaccinated individuals, **students should not attend class if they are feeling sick**. It is very important that individuals avoid spreading the virus to others. Most students should be able to complete a successful semester despite illness-induced absence. If you are absent due to illness, including but not limited to COVID, I will give you a reasonable opportunity to make up missed work. **You do not need to provide a physician's document of illness, but you should advise me via email as soon as you are safely able to do so.**

## Recordings of class sessions

I intend to post recordings of most class sessions on Carmen. These recordings are not a substitute for the in-person learning experience. Instead, they are a tool to help those who are forced to miss class on account of illness to catch up. As such, recordings may fail to capture in-class activities, they may be incomplete in other ways or they are entirely missing (e.g., in the event of a problem with the recording technology).

## Other related resources

**COVID-19 Accommodations.** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Ave.

**Food Security** (<https://www.buckeyefoodalliance.org/>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

**COVID-19 emergency financial assistance** (<https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid>) Ohio State has emergency grants available to aid students who are facing unexpected financial challenges related to the pandemic. Students may use the funds toward any component of the cost of attendance, or for emergency costs that arise as a result of the COVID-19 pandemic such as food, housing, tuition, health care (including mental health care) or childcare. Please visit the website for more information.



# Course Schedule

(subject to change)

Complete, accessible schedule is available each week in Carmen under MODULES

Week	Engagements
Module 1 Week 1 (Aug. 24 & 26)  <b>Welcome to #osusportsjournalism</b>	<p>This class we will embark on the adventure that is Sports Journalism, examining the opportunities and engagements we will have, as well as the assignments, skill development and expectations. Welcome to the team!</p> <p><i>What to do: Read through this page for an overview of the class.</i></p> <p><b>Learning outcomes for this session</b></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"><li>1. Identify what sports journalism is and how your skill development in this class will help you find a career in it.</li><li>2. Outline the course expectations and assignments.</li></ol> <p><b>Course roadmap</b></p> <p><i>Here's everything you need to do and remember BEFORE the class:</i></p> <ul style="list-style-type: none"><li>▪ <b>Review these resources</b><ul style="list-style-type: none"><li>▪ <a href="#">Read the syllabus</a></li><li>▪ <a href="#">The Basics of Associated Press</a></li></ul></li><li>▪ <b>Do course readings</b><ul style="list-style-type: none"><li>▪ Required:<ul style="list-style-type: none"><li>▪ Sports Journalism: Intro and Living the Life (10 pages)</li><li>▪ Ethics: Sports Writers Can't Act Like Fans (3 pages)</li><li>▪ Sports Journalism. Changing journalism practice and digital media (3 pages)</li></ul></li><li>▪ Optional<ul style="list-style-type: none"><li>▪ What's Wrong with Sports Journalism and How Can We Fix It? (5 pages)</li></ul></li></ul></li><li>▪ <b>Watch course videos</b><ul style="list-style-type: none"><li>▪ Introduction to Sports Media (2:38)</li><li>▪ Most Emotional Interviews in Sports History (8:20)</li><li>▪ NOT IN PERUSALL: A day in the life of a Sports journalist (inside the bubble) (Watch video inside story: 2:45)</li></ul></li></ul> <p><i>Here's everything you need to do AFTER the class.</i></p> <ul style="list-style-type: none"><li>▪ <b>Practice and Application (Wednesday)</b><ul style="list-style-type: none"><li>▪ Review course opportunities</li><li>▪ <a href="#">In-class activity: Icebreaker</a></li><li>▪ <a href="#">Semester-Long Assignment: Twitter &amp; Social Media</a></li><li>▪ <a href="#">In-class activity: Icebreaker</a></li></ul></li><li>▪ <b>Assessment</b><ul style="list-style-type: none"><li>▪ <a href="#">Assessment: Syllabus and Course Policies</a></li></ul></li><li>▪ <b>Practice and Application (Friday)</b><ul style="list-style-type: none"><li>▪ <a href="#">Vote for your preferred practice game</a> to attend</li><li>▪ Practice and ethics of sports coverage<ul style="list-style-type: none"><li>▪ <a href="#">In-Class Ethical Scenario: Something About Swag</a></li><li>▪ <a href="#">In-Class Ethical Scenario: Attending the Game</a></li></ul></li></ul></li><li>▪ <b>Dialogue and Reflection</b><ul style="list-style-type: none"><li>▪ <a href="#">Survey: Check-in at the End of the Week</a></li></ul></li></ul>

Module 1  
Week 2  
(Aug. 31 & Sept. 2)  
**Careers in Sports  
Journalism**

This class we will embark on the adventure that is Sports Journalism, understanding what are the jobs and opportunities that exist in this industry, and what skills are needed to get those jobs. We will be working in 281 Journalism Tuesday and have very special guests Friday in advance of the Notre Dame game.

*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 the key components of sports journalism and its evolution through history and 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 from the Big Ten.
- **Do course readings**
  - **Required on Perusall**
    - 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 videos**
  - 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)**
  - Fundamentals of game coverage
  - Pick Your "Official" Game to Cover
- **Practice and Application (Friday)**
  - Visit from Sports Writing Panel in advance of Notre Dame game!

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

- **Dialogue and Reflection**
  - Discussion: What game will you cover?

Module 1  
Week 3  
(Sept. 7 & 9)

## Learning the Beat

Sports have been a significant part of our culture throughout history, and coverage of sports has evolved along with society. This week we will break down and then put together the key pieces of sports writing—finding the facts within a game, avoiding too much opinion, interviewing to get facts and quotes, incorporating facts and quotes into articles and keeping readers engaged while we provide what they need to know.

*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 the key components of game coverage and how you prepare for them.
2. Research and preparation for game coverage.
3. Create the structure of your 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 videos

- 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)**

- Draft: Game Story

#### ▪ **Practice and Application (Friday)**

- Work on gamers in class

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

#### ▪ **Application of Major Themes**

- Major Assignment No. 1: Game Story

#### ▪ **Dialogue and Reflection**

- What do you wish your professors knew?

**Module 1****Week 4**

(Sept. 14 & 16)

**Covering Games**

This week we will look at what it means to cover and complete our first assignment: game coverage! Your goals for the week are to demonstrate your understanding of the mechanics of covering a game, including how to create a first lede and a second-lede write-thru. You will understand how to get and place quotes, how to write to feature key elements of the game and the need to meet deadlines.

*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. 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:*

**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 videos**

- 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](#)

<p>Module 2 Week 5 (Sept. 21 &amp; 23)</p> <p><b>Press Conferences and Scrums</b></p>	<p>Working with sources is a key part of any journalistic relationship, but very much so in sports, where access is key to coverage. In this module we will learn how we access sources through press conferences and "scrums" and how to still get the information you need.</p> <p><i>What to do: Read through this page for an overview of the class.</i></p> <p><b>Learning outcomes for this session</b></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"> <li>1. Recognize and execute the components of a game story written in the AP summary style.</li> <li>2. Identify challenges that come with game coverage and how to overcome them.</li> </ol> <p><b>Course roadmap</b></p> <p><i>Here's everything you need to do and remember BEFORE the class:</i></p> <ul style="list-style-type: none"> <li>▪ <b><u>Do course readings</u></b> <ul style="list-style-type: none"> <li>▪ Sports Journalism Chapter 4: Asking the Question (23 pages)</li> <li>▪ Here Are Six Tips For Reporters Covering Press Conferences (1 page)</li> <li>▪ The Worst Question in Sports: What We Talk About When We Say 'Talk About' (3 pages)</li> </ul> </li> <li>▪ <b><u>Watch course videos</u></b> <ul style="list-style-type: none"> <li>▪ Interviews (3:24)</li> <li>▪ Sources (3:52)</li> <li>▪ Worst Sports Interview Ever (3:35)</li> <li>▪ Press Conference with Ohio State Basketball coach Chris Holtmann (9:15)</li> </ul> </li> </ul> <p><i>Here's everything you need to do DURING the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and Application (Wednesday)</b> <ul style="list-style-type: none"> <li>▪ Learning to cover press conferences</li> <li>▪ <u>In-Class assignment: Press Conference Story</u></li> </ul> </li> <li>▪ <b>Practice and Application (Friday)</b> <ul style="list-style-type: none"> <li>▪ Visit with Adam Jardy of The Columbus Dispatch</li> </ul> </li> </ul> <p><i>Here's everything you need to do AFTER the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Dialogue and Reflection</b> <ul style="list-style-type: none"> <li>▪ <u>At-Home Assignment: Researching Your Final Project</u></li> </ul> </li> </ul>
<p>Module 2 Week 6 (Sept. 28 &amp; 30)</p> <p><b>Sources and Interviews</b></p>	<p>Working with sources is a key part of any journalistic relationship, but very much so in sports, where access is key to coverage. In this module we will learn how to build good source/writer relationships with front office, sports information directors, coaches and athletes, and how to parlay those relationships into more in-depth gamers and feature articles.</p> <p><i>What to do: Read through this page for an overview of the class.</i></p> <p><b>Learning outcomes for this session</b></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"> <li>1. Recognize and execute the components of a game story written in the AP summary style.</li> <li>2. Identify challenges that come with game coverage and how to overcome them.</li> </ol> <p><b>Course roadmap</b></p> <p><i>Here's everything you need to do and remember BEFORE the class:</i></p> <ul style="list-style-type: none"> <li>▪ <b><u>Do course readings</u></b> <ul style="list-style-type: none"> <li>▪ Sports Journalism Chapter 3: Finding Sources (22 pages)</li> <li>▪ 8 of the most revealing sporting interviews ever published</li> <li>▪ 12 basics of interviewing, listening and note-taking</li> <li>▪ Example: Claudio Reyna's family opens up on Jack's death, Giovanni's future - Sports Illustrated</li> </ul> </li> <li>▪ <b><u>Watch course videos</u></b> <ul style="list-style-type: none"> <li>▪ Katie Couric on how to conduct an interview (5:08)</li> <li>▪ LeBron James Interview at the Sports Illustrated Awards (3:33)</li> </ul> </li> </ul> <p><i>Here's everything you need to do DURING the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and Application (Wednesday)</b> <ul style="list-style-type: none"> <li>▪ Developing questions and practicing interviewing</li> <li>▪ <u>In-class activity: Preparing for an Interview</u></li> </ul> </li> <li>▪ <b>Practice and Application (Friday)</b> <ul style="list-style-type: none"> <li>▪ Interviewing a sports personality</li> </ul> </li> </ul> <p><i>Here's everything you need to do AFTER the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Dialogue and Reflection</b> <ul style="list-style-type: none"> <li>▪ <u>Discussion: Hunting for SPORTS FEATURE Story Ideas</u></li> </ul> </li> </ul>

Module 2  
Week 7  
(Oct. 5 & 7)

## Finding Features

Feature articles are the time we can go behind the news to show the personal side of sports, from profiles on players to the analysis of trends to the secrets that data reveal about teams and players. Here is your chance to tackle a feature angle of your favorite sport, by profiling a player or coach, or looking at a story that goes behind the news of a sport. One idea is to get "big" people doing little things and little people doing big things. The above photo is of Damon Arnette and Josh Proctor of the Buckeye football team participating in a food drive to feed the hungry (prominent people known for one thing, doing something completely different).

*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. 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:*

- **Do course readings**
  - Sports Journalism: Working with media (23 pages)
  - Sports Journalism: Highlighting the greats (21 pages)
  - Chapters in "Writing Fabulous Features"
    - Getting Started (3 pages)
    - Finding ideas (8 pages)
    - Finding your Focus (4 pages)
    - Types of Features (12 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
    - Faith, Truth and Love: How the Death of Ohio State Wrestling Coach Tom Ryan's Son Shaped His Life

- **Watch course videos**
  - 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. 12—No class  
Oct. 14 for Fall  
Break)

What Opinions are  
Like

This class session we will work on our draft feature articles and have the opportunity to do an extra credit activity writing a column.

***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. Recognize and execute the components of a column.
2. Recognize 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 not on Perusall**
- 
- Impact of Serena Williams' girl power will reverberate for decades to come | Michael Arace
- A Career Transition, Inspired by One of the N.F.L.'s Best
- Tiger Woods tries to save pro golf as its 'leaders' are lost, helpless vs. LIV Golf | Opinion

- **Watch course videos**

- Columns (3:42)

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

- **Practice and Application (Wednesday)**

- Work on Feature Drafts

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

- **Dialogue and Reflection**

- Extra Credit Assignment: Create your own column
- Enjoy your fall break!

Module 3  
Week 9  
(Oct. 19 & 21)

Reporting with Data  
and Stats

Data and social media have become conjoined in sports, as reporters seek to serve the public's sports needs on a deeper level. This week we will be joined by Alison Lukan of The Athletic, organizer of the CBJ Hockey Analytics Conference, to discuss the role analytics has in sports coverage and how you can become engaged with it.

***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. 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 videos**
  - 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)**
  - Peer Edit Features
  - Draft: Feature Story
- **Practice and Application (Friday)**
  - Meet with Alison Lukan 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. 26 & 28)

## Something About Social

Social media and sport have been intertwined since the latter came into existence. A large part of sport fandom is talking about the game you love, and social media gives fans a 24/7 medium for discussion, with people from all over the world connected by a shared interest. The Twittersphere is ignited every match day, Facebook is awash with sports videos and any attendee of a game will post an obligatory Instagram photo of the field. But social has a role to play commercially, from live streaming to digital marketing, and teams are starting to grapple with this seemingly limitless potential.

*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. 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 videos**

- 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)**

- Let's learn photography for social

#### ▪ **Practice & Application (Friday)**

- Game Live Tweeting and video capture
- In-Class Activity: Analyzing Social Feeds

#### ▪ **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.

Module 3

Week 11

(Nov. 2 & 4)

**Audio Sports  
Journalism**

This class we will discuss how voice and sports go hand in hand through broadcasting, radio and in-house PA. We will also meet the people who bring sports to life through their voices.

**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 videos**
  - 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)**
  - Sports audio journalism skill development
- **Practice and Application (Friday)**
  - Podcasting and Broadcasting
- **Final Project Check-In**
  - At-Home Assignment: Final Project/Video interviews

Module 3  
Week 12  
(Nov. 9 & no class  
on 11)

## Sideline Reporting

This class we will discuss how video and sports go hand in hand through sideline broadcasting, which is as much the purview now of print journalists as it was TV reporters. Now all sports coverage includes multimedia skills. We have NO CLASS on FRIDAY for Veterans Day!

*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. 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)**
  - Sideline Reporting
- **Practice and Application (Friday)**
  - No class for Veterans Day
- **Final Project Check-In**
  - At-Home Assignment: Final Project Video B-roll
- **Application of Module Themes**
  - Major Assignment No. 3: Big Ten Student U

<p>Module 4 Week 13 (Nov. 16 &amp; 18)</p> <p><b>Sports Broadcasting</b></p>	<p>Covering sports from the studio and the broadcast booth is a career dream for many, but it is hard work and requires more skills than most can imagine. We will break it down in steps with people who know how to do it the best.</p> <p><b>Learning outcomes for this session</b></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"> <li>1. To identify key roles and skills in sports broadcasting.</li> <li>2. To develop broadcast skills.</li> </ol> <p><b>Course roadmap</b></p> <p><i>Here's everything you need to do and remember BEFORE the class:</i></p> <ul style="list-style-type: none"> <li>▪ <b><u>Do course readings</u></b> <ul style="list-style-type: none"> <li>▪ Athletes and activism: The long, defiant history of sports protests (55 pages)</li> <li>▪ Economic and social justice: What can players and leagues really do? (9 pages)</li> <li>▪ Jim Brown, Kareem Abdul-Jabbar join with San Jose State to launch social activism institute (8 pages)</li> <li>▪ Athletes getting back in the protest game (9 pages)</li> </ul> </li> <li>▪ <b><u>Watch course videos</u></b> <ul style="list-style-type: none"> <li>▪ History of social activism through sports (2:05)</li> <li>▪ NBA Hall of Famer Kareem Abdul-Jabbar defends nationwide protests in op-ed (8:29)</li> <li>▪ An in-depth chat with NASCAR driver Bubba Wallace (5:55)</li> </ul> </li> </ul> <p><i>Here's everything you need to do AFTER the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and Application (Wednesday)</b> <ul style="list-style-type: none"> <li>▪ Broadcasting from the Studio</li> </ul> </li> <li>▪ <b>Practice and Application (Friday)</b> <ul style="list-style-type: none"> <li>▪ Broadcasting from the Booth</li> </ul> </li> </ul>
<p>Module 4 Week 14 (Nov. 24 &amp; 26)</p>	<p><b>THANKSGIVING—NO CLASSES SCHEDULED</b></p>

<p>Module 4 Week 15 (Nov. 30-Dec. 2)</p> <p><b>Final Project Work</b></p>	<p>Our big focus this week is completing our final projects. <b>YOU CAN DO IT!</b></p> <p><b>Learning outcomes for this session</b> Our activities, content and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> <li>▪ Complete the final project.</li> <li>▪ Dialogue with each other and experts on where to go next in journalism.</li> </ul> <p><b>Course roadmap</b> <i>Here's everything you need to do and remember DURING the class.</i></p> <ul style="list-style-type: none"> <li>▪ Practice and Application-Wednesday <ul style="list-style-type: none"> <li>▪ Freelancing</li> </ul> </li> </ul> <p><u>Draft: Final Project Article</u></p> <ul style="list-style-type: none"> <li>▪ Practice and Application-Friday <ul style="list-style-type: none"> <li>▪ Work on article and video</li> </ul> </li> <li>▪ <b>What's due</b> <ul style="list-style-type: none"> <li>▪ <u>Semester-Long Assignment: Twitter &amp; Social Media</u> (due Wednesday)</li> <li>▪ <u>List Your Extra Credit Here!</u> (due Wednesday)</li> </ul> </li> </ul>
<p>Module 4 Week 16 (Dec. 7)</p> <p><b>The End is Here</b></p>	<p>CONGRATULATIONS! We have made it to the end of the semester and the completion of our final projects. We will show off our work and then meet with industry experts to find out what comes next for journalism—and you!</p> <p><i>What to do: Read through this page for an overview of the class.</i></p> <p><b>Learning outcomes for this session</b> Our activities, content and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> <li>• Complete the final project and showcase it to your classmates.</li> <li>• Dialogue with each other and experts on where to go next in journalism.</li> </ul> <p><b>Course roadmap</b> <i>Here's everything you need to do and remember DURING the class.</i></p> <ul style="list-style-type: none"> <li>• <b>Practice and Application (Wednesday)</b> <ul style="list-style-type: none"> <li>○ Review final projects</li> </ul> </li> <li>• <b>What's due</b> <ul style="list-style-type: none"> <li>○ <u>Major Assignment No. 4: Final Project</u> (due Wednesday)</li> </ul> </li> <li>• <b>Discussion</b> <ul style="list-style-type: none"> <li>○ <u>Discussion: What have we learned?</u> (Due Wednesday at 11:59 p.m.)</li> </ul> </li> </ul>