



## **SYLLABUS: COMM 3414 (28253)**

Sports Media Relations

Spring 2025

**T/R 9:35 – 10:55 a.m. ET**

*Class will be referred to as the “3414 AM” group”  
(given our group meets in a.m.)*

Class Location: Journalism Building 342 [in person unless otherwise listed]

### **Instructor**

Instructor: Professor Timothy Miller, MBA, APR

Email: miller.8354@osu.edu

### **Office Hours:**

Virtual

Tuesday/Thursday: 12:45 p.m. – 2:05 p.m. ET (Virtual timeslot booking page available on course’s Carmen page)

Additional windows by appointment: virtually (email to set-up)

## **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.

The course will feature an analysis of sports public relations as a function of driving business objectives and the skills necessary to help do so specifically in sports media relations and public relations efforts. We will use modern public relations frameworks that guide decision making for sports communications professionals. We'll specifically look at the framework of RPIE (pronounced "R-Pie"), which covers research, planning, implementation and evaluation stages of public relations development supported by the Public Relations Society of America. Often, the outside world focuses on tactics taken by sports teams and within this course we'll certainly discuss implementation tactics for executing impactful communications. However, said tactics alone, without research, strategic planning and a method of evaluating actions for a virtuous cycle is less likely to create sustainable success. This helps us understand the "why" behind the skills we'll learn and you'll utilize early in (and throughout) your career.

Students enrolling in the course will quickly learn this is not a traditional media course *vis-a-vis* broadcast or print journalism class, but will instead focus on the sports public relations professionals that interact with members of the media. We'll touch on the backgrounds, constraints and goals of using media as a theoretical channel to reach target audiences and how excellent media relations is at the core of any sports organization wishing to shape its narrative.

Strong writing and understanding the importance of grammar and AP Style in public relations is critical and therefore the course teaching and evaluation of work will be through the lens of both. Many assignments require knowledge of Associated Press style (it is recommended, but not required, that you take this class after Comm 2321). Students who have not worked with AP Style before are responsible for the extra efforts required to write in this format and are encouraged to leverage resources listed within. Learning AP Style – or improving one's execution of the format – will be beneficial throughout a student's time as a communications-seeking professional and well into their career. Like any new skill, it takes practice and time and students completely new to AP Style will need to supplement discussions of AP Style in class with their own practice and self-mastery.

## **Major Topics and Skill Development Covered In This Course**

### **Major Topics**

1. Introducing Sport Public Relations
  - a. Definition of Sport Public Relations
  - b. Evolution of Sport Public Relations
  - c. Sport Public Relations in Practice
  - d. Public Relations Value

2. Integrating Public Relations With Strategic Management
  - a. Public Relations as a Strategic Management Driver
  - b. Organizational Stakeholders and Publics
  - c. Stakeholder Communication
  - d. Issues Management
  - e. Reputation Management
  
3. Managing the Sport Organization–Media Relationship
  - a. Definition of Mass Media
  - b. Mass Media and Sport History
  - c. Today’s MediaSport Environment
  - d. Serving Media at Organizational Events
  - e. Reporting Statistics
  - f. Reporting Play-By-Play Information
  
4. Engaging Key Publics via Legacy Media
  - a. Media Guides
  - b. Print Organizational Media
  - c. Electronic Organizational Media
  - d. Corporate Communications
  
5. Employing News Media Tactics
  - a. Media Policy Development
  - b. News Releases
  - c. Bios
  - d. Media Pitches
  - e. Interviews
  - f. Media Tours
  - g. News Conferences
  - h. Media Days
  
6. Engaging Key Publics via Social Media
  - a. Social Media Use in Public Relations
  - b. Social Networking Sites
  - c. Strategic Considerations for Social Media Use
  - d. Careers in Social Media Management
  
7. Engaging Key Publics via Other Forms of Digital Media
  - a. Digital Media Use in Sport Public Relations
  - b. Website Development
  - c. Websites for Specific Stakeholders
  - d. Blogs
  - e. Podcasts
  - f. New Media Limitations and Problems
  
8. Understanding our own messaging points and sports communications aspirations
  - a. Developing talking points
  - b. Growing and leveraging your network
  - c. Leaning into your value system

- d. Discerning career opportunities that fit
9. Communicating in Times of Crisis
    - a. Nature of Crises and the Need to Plan for Them
    - b. Preparing for a Crisis
    - c. Managing a Crisis
    - d. Assessing a Crisis Response
    - e. Crisis Response Case Studies
  10. Cultivating Positive Relationships in the Community
    - a. Uniqueness of Sport Corporate Social Responsibility
    - b. Evolution of Sport Social Responsibility
    - c. Strategic Sport Social Responsibility
    - d. Communication of Corporate Social Responsibility
  11. Advanced Communication With External and Internal Publics
    - a. Working With Players and Coaches
    - b. Customer and Member Relationships
    - c. Sponsor Relationships
    - d. Donor Relationships
    - e. Government Relationships
    - f. Employee Relationships
    - g. Investor Relationships
  12. The Future of Sports Media Relations
    - a. AI Tools
    - b. Expanding your skillset

### **Skill Development**

*Students will also leave this class with projects that exhibit skill development to understand communications challenges faced within sports.*

- Press releases
- Crisis communications statements
- Industry-standard frameworks
- Audience-specific objective creation
- Research, measurement and evaluation selection
- Media training
- Game notes
- Player/Coach Bios
- Target audience messaging creation
- Working with media (print, online, radio, television, digital)
- Social media
- Formulating angles to pitch player/coach/team features (written/video)
- Writing (AP style)

## 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 historical and theoretical foundations of sports media relations.
2. Develop proficiency in media relations skills to effectively manage communications with various stakeholders in sports, including coaches, media personnel, athletes, fans and athletics department staff.
3. Create and adapt media relations materials across multiple platforms and channels, including mass media, digital and social media, advertising, and direct marketing, to strategically communicate and promote sports organizations.
4. Analyze and navigate the social and ethical considerations inherent in sports media relations.
5. Apply crisis communication strategies tailored to the sports industry context.
6. Collaborate effectively in groups to plan and execute media campaigns and strategies in the sports industry.

## Course materials

### Required books:

Available in the bookstore

Stoldt, G. C., Dittmore, S. W., Ross, M., & Branvold, S. E. (2020). *Sport Public relations*. Human Kinetics Publishers. ISBN: 9781492589389.

Bolles, R. N., & Brooks, K., EdD. (2021). *What color is your parachute? Job-Hunter's Workbook, sixth edition: A Companion to the World's Most Popular and Bestselling Career Handbook*. Ten Speed Press. ISBN: 9781984858269.

Please see "Readings" section for supplemental context on additional reading for the course which will be provided to you via Carmen.

**BUYER'S NOTE:** there is a longer version of this book. It sometimes comes in blue. The condensed version, in ORANGE is the one you want because it says 'workbook' in it.

### Recommended book:

Available in the bookstore

Press, A. (2022). *Associated Press Stylebook 2022-2024 And briefing on media law*. New York, N.Y.: BASIC Books. ISBN: 9781541601659.

# Teaching Philosophy

My background and experience have provided me with wonderful opportunities to share insights in your introduction to sports media relations. In order to succeed in sports media relations, students – and later, professionals – must hold themselves accountable to engage in and drive their own education. I am here to guide and support but it also means students must take a greater responsibility for an engagement in what happens in their classes. The course has been structured so that we follow what is known as the “inverted learning” model, which means you read and watch videos (clips and pre-recorded remarks) at home BEFORE the first class of the week.

Rather than use our in-person time for lecturing, I want our class windows to be 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. Consuming the material before coming to class is critical to your success so we can reinforce what you’ve learned by seeing it in action and discussing it further in an engaging atmosphere.

Some of the topics will feature discussions led by myself with reflections from my personal experience while other special guest visitors will shed light on material from real-world and valuable experience. I am a believer in asking you to spend time with what I call “3-2-1” starters where at the beginning of select classes, you are asked to prime your thinking for discussion. On days in which you had to consume textbook/additional readings and pre-recorded lectures, you will spend a few minutes adding critical details anonymously to a Padlet board. By looking at the “3 things you learned from the reading,” plus “two things you found valuable in the pre-recorded lecture to drive this home” and “1 thing you hope our discussion/activity speaks more to.” From there, I can gauge how the pre-class materials went and dynamically adapt the day’s lesson accordingly so we each provide each other with valuable effort.

All in all, it is my aspiration that you’ll feel comfortable in our space to ask questions, no matter your previous background in communications or sports. As such, as you listen to your peers or those leading discussion, I ask you to embrace the motto as Apple TV’s Ted Lasso would say, “be curious, not judgmental.” You will all, as individuals, eventually develop your own style wherever your communications career takes you and I believe you can always learn from others – even if you file it away in your brain for later as something you might want to approach differently should a similar situation arise professionally. I am hopeful that you’ll learn and consider opportunities within sports media relations. It’s a rewarding profession in which truly no two days are the same!

## 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](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](#)

### Zoom and Teams:

- The webinar tool Zoom will host any potential virtual class dates, with a link available for the specific date on Carmen.
- Teams will be used to host online office hours by appointment.
- 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](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 communications 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. An option to give yourself extra peace of mind: set-up or enable auto save.
- 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.
- Deadlines, you will find, are a critical component of success in the sports communications industry. Issues uploading to Carmen at the deadline are not accepted accommodations for late work. Please factor in that at times, an upload may stall or need to be re-submitted based on what the system tells you. Successful deadline meeting requires you to factor those types of variable obstacles in timeline so please plan accordingly. Self troubleshooting, connecting with campus IT and then reaching out well in advance of the deadline regarding a tech issue that appears insurmountable on day of deadline is a much stronger approach than missing a deadline and then reaching out to share your issue.
- 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

Assignment or category	Points and Percent
Group Project Deliverable 1	40/10%
Group Project Deliverable 2	60/15%
Group Project Presentation 1	10/2.5%
Group Project Presentation 2	40/10%
Individual Quizzes (11 total @10 pts each, lowest score dropped)	100/25%
Individual Project	75/18.75%
Class Discussions/Activities/Assignments (15 @ 5 pts each) (Modular Reflection Post Scoring Noted in Discussions/Activity Section)	75/18.75%
<b>Total</b>	<b>400 /100%</b>

See course schedule for due dates

*These points tallied together will give you your final grade of the following (100-93=A; 92-90=A-; 89-88 B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-60=D; 59 and below=E).*

*I am not able to negotiate grades, either during or after the semester. If you have a specific question on a particular scoring item and would like to learn more about the scoring during the semester (but prior to finals), please set-up a virtual office hours appointment and send me an email in advance specifically noting which items you'd like to have a dialogue about. Conversing via a brief virtual office hours (either through the booking link during standard office hours or a time that mutually works for us) allows me to come prepared into the discussion (thanks to your email) as well as quickly providing context and/or resolution to your inquiries. I will not be able to accommodate these requests immediately before/after class or simply via email. In return, I promise to be expeditious in setting up some time and being mindful of the value of your time and question(s).*

*If you believe a scoring error has been made on my manual uploading in Carmen on assignments (i.e. I marked you incomplete when it was complete or I put a 1 instead of a 10), please simply reach out via email so I can look into and no office hour session would be necessary for that.*

### **Assignment submissions**

*All assignments are due at the date and time listed on the syllabus. In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded (i.e. you will receive a zero for that graded item). Assignments will be submitted to Canvas and grades will be provided there.*

*If you are absent a day an assignment is discussed or assigned, it is your responsibility to get details from me or a classmate. **I do not accept late work.** If you will be absent the day an assignment is discussed or due, contact me in advance for details and/or to coordinate your submission. Under no circumstances are assignments accepted via email unless explicitly stated otherwise. Be sure to check the required format of submissions via Carmen – there are specific points occasionally allocated to submitting the required format; this replicates a real-world situation. If a client wants or requires a PDF and you send a word document, more work has been created and attention to detail is paramount in this profession.*

*Make sure you leave yourself ample time for submissions via Carmen (i.e. I recommend not logging on five minutes before the deadline). Be sure to check your uploads and confirm via Carmen that the submission went through. Issues with uploads at the deadline are not an acceptable excuse, unfortunately. You will need to plan accordingly. Reaching out after a deadline with a lack of submission in the real world is unlikely to garner ample sympathy and I replicate that atmosphere of accountability in this course while still trying to be understanding in extreme circumstances. Advance communication in life – and this course – is paramount.*

## **Assignment guide**

### **Class Participation and Professionalism**

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. It means communicating/contributing/delivering within your group and treating everyone in the course with respect both inside and outside of the classroom. 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 an executive communications professional who could be hiring to a leader on campus working with our class as an investment in your learning and growth. Coming on time and not leaving early are additional signs of professionalism, as is working constructively with others in class.

Your participation in class and activities is paramount for your success throughout college. To that end we encourage your participation through the points that come with attending and taking part in class, and acting as professionally as possible with all of the activities we have planned.

### **Class Kick-Off (3-2-1) Questions**

As discussed in “Teaching Philosophy”, throughout the semester, you will find an online bulletin board (Padlet) with “3-2-1” (see above) topics. These responses will be submitted directly within Padlet and are anonymous. These are typically done on days in which chapter material was

required to be consumed prior to class (reading and lecture).

They are meant to prompt thinking of your pre-class preparation for the discussion. We will weave these questions into in-class discussions as well, so students are encouraged to review their submissions to prepare for engaging with the professor and peers on their understanding and application of key concepts. We will often discuss one or more questions at a time.

I understand that life happens and sometimes simply showing up is a victory. In that case, if you did not complete the requisite materials consumption to fill-out the 3-2-1 thought provoker(s) to the best of your ability, please simply message me or see me before class and I will respect that as I do not seek to embarrass. Otherwise, I will assume that if you are present and prepared, that you are ready to participate in the discussion and that I can ask your thoughts, opinions and feedback on topics related to reading/learning modules.

## **Quizzes**

To evaluate your understanding of the course material and ensure all students come to class prepared to apply new knowledge and skills, there will be quizzes on assigned readings & lecture material (content included on each quiz is provided in the “Quiz Topics” document on Carmen). This course uses quizzes in lieu of exams to align more closely with application of the concepts.

There will be 11 total quizzes worth 10 points each, lowest score dropped (100 total points out of 400 course points dedicated to quizzes instead of exams). Quiz scheduling has been designed to allow flexibility and chances to ask questions on course content. In a typical week, students to come to class having read materials; consumed pre-class videos/lecture content; attend class to reinforce messaging; apply in practice; and then may review notes/prepare/take the quiz at a time decided by the student. Students will note that the window of the on-demand quiz availability generally follows being open following the conclusion of the first class of the week and closing at the start of the first class of the following week.

Quizzes are closed book, closed notes (electronic and hard copy) with students unable to have other web browsers/window open. Students are encouraged to review their notes and powerpoints as part of their quiz topic review.

Each quiz, administered via Carmen and taken on your own within the quiz open window, will be 10 questions, multiple choice with the standard time allotment of 15 minutes to complete. Quizzes not completed by the deadline will receive a zero out of 10.

Across the quiz topics will be course material quizzes (10) and a single AP Style Quiz. You'll need to be excellent at AP Style to succeed in sports PR and so the AP Style questions are woven into a quiz that will be due at the end of the semester. This will also give you a chance to improve your AP Style knowledge throughout our time together before taking the quiz.

Quizzes are available via Carmen and should be completed by start of class on the date listed on the syllabus. It is the responsibility of the student to complete assigned readings, take notes in class, prepare for and take quizzes independently. **STUDENTS MAY NOT WORK TOGETHER OR COLLABORATE IN ANY WAY ON QUIZZES.**

Honesty and integrity are at the foundation of working in sports and sports communications and just as you would expect that from me, I require the same especially on academic integrity in this course. Please see additional details in the “Academic Integrity” policy. I reserve the right to administer the quiz via online proctoring tools. I expect each student to take the quiz at the scheduled windows times and to do so with integrity.

## **Readings**

As you saw in “Course Materials,” on top of two required books, there is one recommended book – the Associated Press Stylebook 2022-2024. It is an excellent resource and will serve you well in this course and over the next several years (a recent edition is on my bookshelf to this day!). We’ll cover material from the book and also encourage you to use it throughout your writing for proper AP Style reference.

There are other reference materials that will be featured in the class, from which we will read select pages/clips from and those sections will be provided/available to you at no charge on our Carmen page.

## **Reflection Posts**

Throughout the semester following learning modules, reflection posts will be required for completion via Carmen. There is a set format for each of these and for the first four modules, the discussion centers around key learnings, recommendations for future students and suggestions for the professor in future iterations of the course. The final discussion is a course-wrap. Additional details are listed on each discussion post. I take the feedback, input, ideas and challenges all to heart. That said: if there is an issue, item or idea you’d like to discuss, do not feel you need to wait to submit simply electronically via reflection post. Completion of all five reflection posts are required and successful completion of each reflection post will make students eligible (all or nothing) for the five points allotted within “Discussion & Activity” points.

## **Class Discussions/Activities/Assignments**

This semester you will have activities intended to build your skills and develop a greater level of familiarity and engagement with techniques. Some of these activities/assignments will be done in class (some are group and some are individual- varying deadlines). Other activities/assignments will be assignments to be completed outside of class.

In all, these activities are divided between in-class and out-of-class and many of the mini assignments are slated to provide additional practice ahead of a Major Assignment.

*In class activities/discussion/assignments:* In an internship or job, it is mandatory that you show up and give a strong effort every day to learn and grow new skills. This course adopts the same mentality as it is designed to begin bridging the gap between the academic and professional worlds. The writing and exercises we do during scheduled class time allow students to put class concepts into action and learn by doing with the benefit of peer and instructor review, feedback and discussion. A big part of our in-class work will focus on a group Client Project, where students will analyze the communications of a local client and provide recommendations and writing support for that client. Students are responsible for completing in-class writing/application assignments on class days and assignments must be submitted by the deadline to receive credit. If you require an accommodation due to illness or another documented issue, please contact the instructor right away.

*Outside class assignments:* These application assignments allow you to practice the concepts learned in class and gain more writing experience. Application assignments instructions are provided on Carmen and will open after the first class of the week and are due by the time and date listed on the syllabus Course Schedule below. Late work will not be accepted.

*Parachute Sessions:* I strongly believe that being able to develop key messages is not only something every public relations student should be able to feel comfortable with, it is also critical in securing internships, jobs, promotions and opportunities. We will prioritize the smaller text reading (“What color is your parachute?...” ) for four mini workshops on how we can connect values, skills, preferences and aspirations with the skill of refining messages to effective delivery – potentially for sports and communications job opportunities. These self-exploratory, skill-building exercises will guide you to outline what you bring to the table that brings value to future organizations and can be helpful guides in your job search from here on out.

The course will offer a variety of smaller assignments during which you’ll gain experience with group work and individual activities. They are designed 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.

A breakdown of the 15 assignments (@ 5 points each) is available on Carmen. As listed above in reflection posts, students must complete all five reflection posts to be eligible for the five points allotted for reflection posts within this section. The other 14 assignments (each worth five points) have requirement details in each assignment.

## **Major Assignments**

Throughout the course of the semester, you will have assignments to create items that would be part of sports communication and media relations, often times for the team you have identified as your focus for the semester. More information on specifics of each assessment will be available in Carmen. Group projects will focus on concepts like: research, key messages, coverage analysis, media resource exploration and earned media opportunities. Later in the semester, the group project will focus on additional application of class learnings, including: pitching media, advanced research, audience-based objectives, advanced media coverage analysis and media resource evaluation.

There are three major assignments: two via group and one individual project.

Group projects have deliverables and a presentation. The first presentation is worth 10 points while 40 points are allotted for the second group project presentation allowing you to sharpen your public speaking skills throughout the semester – another valuable skill in media relations.

The individual project – dubbed the SID Essentials Project – will allow you to apply what you’ve learned about media relations materials (game notes, bios, press releases). This will also be the foundation of an excellent portfolio of real-world collateral that sports PR pros will want to see when hiring.

A brief list of the projects is below with additional individual or group designation listed in parenthesis:

## Major Assignments:

- 1) Mid-semester team project and presentation (group)
- 2) SID Essentials Press release project (individual)
- 3) End-of-semester team project and presentation (group)

# Additional information

## Extra Credit

Everyone will have the opportunity throughout the semester to attend events or complete additional assignments for extra credit, up to eight total points. Additional details are listed on Carmen on up to four-point possible activities.

Two additional points (thereby reaching a total of 10 extra credit points for the entire semester) are available should the 80 percent of the class complete each of the two milestone surveys. These two surveys include an unofficial midway point professor evaluative check-in assessment (available via Carmen) and then the completion of the university's formal Student Evaluation of Instructor (SEI) at the conclusion of the semester. One point of extra credit is available to the entire class in each of the two surveys should the class reach the participation threshold identified above.

*All extra credit will be reported in Carmen. The deadline for completion and reporting to me all of the extra credit is 11:59 p.m. ET on the Thursday before the last week of classes.*

## Syllabus

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

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

## Resources

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

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

- **AP Style and Communications-Specific Publications**

- AP Style Guide Resources - Beyond the AP Style Guide book (available in bookstore), please see below.

- Online Practice quizzes:

- <https://global.oup.com/us/companion.websites/9780199846412/student/apresources/apquiz/>

- Quizlet flash cards:

- <https://quizlet.com/2046964/ap-style-quiz-flash-cards/>

- You can look online for others. Be aware, AP makes updates every year, so watch the dates.

- Be sure to review/learn/know the basics - all listed in the AP Style Guide:

- Dates

- Numerals

- Dollars & percents

- Times

- Addresses

- States

- Titles

- Names

- Composition titles

- Abbreviations

- PR/Communications-Specific Publications

- [www.ragan.com](http://www.ragan.com)

- [www.prdaily.com](http://www.prdaily.com)

- <http://adage.com>

- [www.socialmediaexaminer.com](http://www.socialmediaexaminer.com)

- <http://mashable.com>

- [www.prweek.com/us](http://www.prweek.com/us)

- [www.prnewsonline.com](http://www.prnewsonline.com)

- [www.odwyerpr.com](http://www.odwyerpr.com)

## **Attendance and Make-Up Policy**

Only students enrolled in this section are permitted to attend class. Attendance (both physical [in-person or virtual as denoted in syllabus for specific dates] 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. 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.

# 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.

As previously stated, if you are absent a day an assignment is discussed or assigned, it is your responsibility to get details from me or a classmate. **I do not accept late work.** If you will be absent the day an assignment is discussed or due, contact me in advance for assignment details and turn it in early in class or in my office. Under no circumstances are assignments accepted via email unless explicitly stated otherwise.

It is your responsibility to review attendance tracking within Carmen related to number of dates attended, excused or absent (unexcused).

**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.**

### ***Excused Absences - General Guidelines***

**NOTE:** For any of the scenarios in this section, if you come across a schedule conflict that would see you have to miss class, please reach out to me via email to communicate so we may, as the top part of this section notes, work together.

**Students** have a responsibility to:

- Attend each and every class meeting scheduled during the normal meeting times, including final exams
- Meet all of the requirements for each course for which they are registered
- Know an instructor's course policy regarding absence and make-up work at the start of the semester.
- Notify faculty/instructor of any preplanned absences within the first week of class or as soon reasonably as possible.
- Make a timely request that an unforeseen absence be excused
- Take reasonable efforts to avoid schedule conflicts
- Work collaboratively and transparently with your course instructor

**Faculty** have a responsibility to:



- Establish and disseminate a consistent course absence policy that explains expectations and the process for seeking an excused absence
- Provide a syllabus on the first day of the course that includes information regarding examinations, scheduled experiential learning activities, or other requirements to the extent possible
- Develop reasonable curriculum adjustments where applicable and track student engagement
- Consider all points of view when exercising judgement in applying course policies in non-standard situations
- Work collaboratively and transparently with your students

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Faculty members [may excuse student absences](#) for a variety of circumstances and adjust curriculum requirements as appropriate. Students, faculty, and other instructional staff are expected to work together with respect and integrity to define and enact the appropriate curriculum adjustments.

These reasonable and common situations may include, depending upon the circumstances:

- Illness, physical or mental, or injuries of the student or a student's dependent

Note: See "illness" policies in next section

\* Situations covered by Title IX, including medical conditions related to pregnancy

- Participation in intercollegiate athletic events and other university-affiliated academic events as stated in Faculty Rule 3335-9-22 Group Absences.

- Subpoenas

- Jury duty

- Military service

- Bereavement, including related travel

- Religious observances; holidays observed by many members of the university community include, but are not limited to: Rosh Hashanah; Yom Kippur; Sukkot; Passover; Shavuot; 'Id al-Fitr; 'Id al-Adha, and Good Friday

o A calendar of commonly observed religious holidays can be viewed at: [https://registrar.osu.edu/participationroster/religious\\_holidays.pdf](https://registrar.osu.edu/participationroster/religious_holidays.pdf) [Links to an external site.](#)

Note that some of these situations are covered by Federal, State, or other applicable laws. If you have concerns or questions, you may contact the Office of Academic Affairs, Office of Legal Affairs, or Office of Institutional Equity.

If you are to miss an exam date for illness, please see the section specific to that below. If you are to miss an exam date for additional the reasonable and common situations leading to an absence from class that date as outlined above, please reach out: Faculty members may reasonably require [documentation](#) to support a request for an excused absence.

## **Illness Policies**

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>).

I take attendance each class as part of our regular procedures. As shared earlier, it is your responsibility to review attendance tracking within Carmen related to number of dates attended, excused or absent (unexcused).

Most students should be able to complete a successful semester despite illness-induced absence. If you are too ill to participate in this course due to illness, please contact the instructor as soon as you are able. If you are absent due to illness or scheduled medical appointment, I will give you a reasonable opportunity to make up missed work other than any in-class assignments that are not able to be replicated by an individual student after the fact due to the nature of the assignment. This course offers extra credit to allow students to recoup lost points for situations such as these.

You do not need to provide a physician's document of illness or scheduled medical appointment for a one-off illness/medical absence, but you should advise me via email preferably before class but as soon as you are safely able to do so. This will allow me to properly connect with you on next steps (if any) related to your absence as well as permitting me to update an absence designation in Carmen. If you are expecting to miss multiple classes due to medical appointments and know such in advance, please contact me so we may have dialogue on what you may miss.

If you prefer to not reach out to share you are missing or had to miss a class due to illness or scheduled medical appointment, please simply utilize a flex absence as outlined in the next section.

Faculty members may reasonably require [documentation](#) to support a request for an excused

Absence related to missing an entire quiz window. However, requiring doctor's notes, police reports in case of injury, and other such documentation in the event of physical/mental illness or injuries can cause an unintended hardship for students who may not, for example, have financial means or the ready ability to obtain such a note. Furthermore, this kind of documentation often contains highly sensitive information that needs to be managed in special ways to protect the privacy of the individual and to maintain compliance with institutional data policies. Students in special situations or those

requiring specific, long-term, or other accommodation should seek support from appropriate university offices including but not limited to: Student Advocacy, Student Life Disability Services, the Office of Institutional Equity.

***Additional Absences - General Guidelines***  
***Guidance for absences beyond the above scenarios***

*Flex absences (non-excused absences)*

Outside of the examples in the section immediately above, if you must miss an in-person class for another reason, here is my guidance:

In this particular scenario, because we meet two times a week, you would not need to formally document an absence with me for up to two in-class periods (equivalent of one week). You can simply do what you need to do and use the day as a flex absence but you'll still need to review and abide by the bottom section of this page ("Missing a Class"). From a formality perspective, I'll mark it in my log as an absence (unexcused) and, as I shared in the preceding sentence, for this course you would have up to two of those to flex-utilize. Can you provide me a courtesy heads-up? Absolutely, but it is not required and for transparency it would not change how I would code it in the system for the up to one week (here: two classes) of absences.

As a reminder, please work with any outside jobs/internship supervisors to let them know of your class commitments as they should not overlap with our course. If an unavoidable one-off conflict was to arise, please see the above paragraph. Please also make sure you are in regular contact with any class-related groups/partners should you need to miss a class.

Beyond the one week, any scenario in which you potentially anticipate missing more than one week of class - excluding scenarios outlined by the university in the section above ['excused absences'] must be proactively discussed with me in advance. I will take time to review for approval and will do so on a case-by-case basis. In this case, should the situation be approved by me, you would be marked as an excused absence for that date beyond the one-week of previously mentioned 'flex' unexcused absences (in which no documentation needed for that).

As a reminder from the very top section of this note: 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.

**MISSING A CLASS? IMPORTANT FOR ALL ABSENCES:**

If you are absent a day an assignment is discussed or assigned, it is your responsibility to review our Carmen page for that date. I do not accept late work. If you will be absent the day an assignment is discussed or due, contact me in advance for assignment details and turn it in early in class.

Under no circumstances are assignments accepted via email unless explicitly stated otherwise.

It is your responsibility to review attendance tracking within Carmen related to number of dates attended, excused or absent (unexcused).

**QUESTIONS/THOUGHTS/CONCERNS?**

Let's talk!

## **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.

Please note that all contents are may be subject to copyright protection and belong to the author. Audio/Video recording of lectures and posting or other unauthorized uses of digital and/or print material are prohibited.

## **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](mailto:titleix@osu.edu)

## 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](mailto:slds@osu.edu) ; 614-292-3307; [slds.osu.edu](http://slds.osu.edu) ; 098 Baker Hall, 113 W. 12th Avenue.

## Religious accommodations

It is Ohio State’s policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## **Creating an environment free from harassment, discrimination, and sexual misconduct**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## **Campus Free Speech policy**

Ohio State's [Shared Values](#) include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for

Citizenship.” The [Campus Free Speech policy](#) adopted in May 2023 supports this commitment.

## Weather or other short-term closing

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via email/CarmenCanvas announcement.

## OTHER RELATED RESOURCES

**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.

### **PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):**

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 are or someone you know is 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](https://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.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)



## Who can I talk to?

Where can I go for help with emotional distress?

**Counseling and Consultation Service**  
614-292-5766  
1030 Lincoln Tower, 1800 Cannon Dr.  
Younklin Success Center, 1640 Neil Ave.

### "Let's Talk"

Thursday evenings, 6-8 p.m.  
Multicultural Center, Ohio Union

**Psychology Services Center**  
614-292-2345  
105 Psychology Building, 185 Neil Ave.

**Stress Trauma & Resilience**  
614-293-STAR  
Harding Hospital, 1670 Upham Dr.

## Who can I talk to?

Where can I go for help with emotional distress?

**Student Wellness Center**  
614-292-4527  
RPAC, 337 Annie & John Glenn Ave.

**Sexual Assault Response Network of Central Ohio**  
614-267-7020

**Buckeye Peer Access Line (PAL)**  
8 P.M. – Midnight (only)  
614-514-3333

**Suicide Prevention Lifeline**  
614-221-5445 or 800-273-8255  
Text 4hope to 741741  
Or call 911 for immediate assistance

School of Communication Cares

School of Communication Cares

## SCHEDULE AND SCHEDULE DISCLAIMER

I reserve the right to alter the scheduled topics as the semester progresses. These changes will be announced via Carmen announcements or email.

## Course Map

*Entering Spring 2025*

Throughout our time together in this course, we will embark on a transformative journey through the world of sports media relations. We'll start with an exploration of foundational principles and historical perspectives. We'll also navigate the complexities of media interactions within sports organizations. You will develop skills in this course as that is a true focus for your time in this class. From linking communications efforts to business outcomes; PR writing for sports media relations (press releases, game notes, etc); grasping working with media on interview requests; selecting tactics or working with players/coaches – we'll be growing your strengths and skillset. Along the way, you will engage in hands-on activities, collaborate on real-world simulations and refine your ability to manage relationships and crises effectively. Our activities will allow you to work on testing your understanding of mastering sports PR in the 24/7 news cycle while allowing you to feel confident, poised and armed with experience that can set you apart from other college graduates entering the field. You'll also learn explore where a career in sports media relations could take you and how/why you might go about that to find a role that is a fit for you.

In return for your effort, contribution, focus and willingness to expand your skillset through practice, by the end of the semester, you will see growth. You will have gained the expertise and self-assurance needed to navigate the fast-paced and dynamic landscape of sports media. I believe you'll then be prepared to contribute meaningfully to any organization's communication strategy. I look forward to this semester alongside you and your classmates, with the below map provided to give you a sense for questions that we'll set out to answer on the journey!



<b>Module 1 – Intro &amp; Foundation</b>	
Week 1	What are Sports Public Relations, and Within, Sports Media Relations?
Week 2	How Does Sports PR Help My Entire Organization Reach Business Objectives?
<b>Module 2 – Skill Building: Traditional Sports Media Relations</b>	
Week 3	How Do Sports Organizations Manage Relationships with Media?
Week 4	How Do Sports Organizations Utilize Traditional Media to Reach Key Audiences?
Week 5	Which Sports Media Relations Tactics Might Be a Fit and When? Where do I – and could I -- fit into this Sports PR ecosystem?
Week 6	(Project Presentation 1) What Have We Discovered About Our Team and Its Opportunities? How Do We Build on This Foundation?
<b>Module 3 – Skill Building: Sports PR via Social and Digital Media &amp; Communicating in Crisis</b>	
Week 7	How do we leverage social media and other forms of digital media to engage key publics?
Week 8	How do sports teams navigate issues and crises?
Week 9	SPRING BREAK
<b>Module 4 – Advanced Sports Media Relations Skills: Players and Coach Relationships, Harnessing “Off-Field” PR Opportunities</b>	
Week 10	How Do We Communicate with Players, Coaches, Fans and Sponsors? Plus: Individual Project: SID Essentials Due
Week 11	How Do Sports Organizations Leverage Media to Tell Community and Social Impact Stories? Where Do Sports PR Pros Authentically Lead Here?
Week 12	(Final Project Preparations) How Can the Sports PR Pro Shift Focus From “Me” to “We”?
<b>Module 5 – Putting It All Together for The Modern Sports PR Pro</b>	
Week 13	(Project Presentations) How Will I Showcase These New Skills To Drive Value For My Sports Organization?
Week 14	Where Do You Go from Here + How Can Your Growing Network Help You Get There?
Week 15	What Future Trends Should You Be on Top of In Sports PR to Stand Out In Your Early Career?

## TENTATIVE COURSE SCHEDULE

WEEK	DATE	QUIZZES, DISCUSSIONS OR MAJOR ASSIGNMENTS (Completed BEFORE class)  <i>READINGS/VIDEOS AVAILABLE ON EACH WEEK'S CARMEN PAGE.</i>  <i>Note: Mini assignment details and due dates listed on Carmen in weekly pages/sections and are subject to change</i>	TOPIC FOR THE DAY
1	1/7	Review syllabus and explore Carmen setup  "Moneyball" (2011) movie watch by start of class Thursday  Watch "3414 Intro to Course" lecture by start of class Thursday	Course Introduction/Preview Syllabus  Overview & Getting To Know Each Other
	1/9		<i>Sport Public Relations (SPR) Chapter 1: "Introducing Sport Public Relations" (this means we will cover Chapter 1 related content this day. You will need to have read chapter 1 and watched the chapter 1 pre-recorded lecture before this day)</i>
2	1/14		SPR Chapter 2: "Integrating Public Relations With Strategic Management" <i>Note: quiz 1 is not on SPR Chapter 2. Chapter 2-related content is what will be discussed on this day. You will need to have read Chapter 2 and watched Chapter 2 pre-recorded lecture before this date</i>  Strategic Management + Stakeholders
	1/16	<b>Quiz 1 due at start of class (all quizzes due at start of class unless otherwise listed)</b>  Review Project 1 section of Major Projects Explainer Doc before Thursday class	Finalize Project Group Member Formation Issues Management and Reputation / "Think-Feel-Say-Do" Simulation

3	1/21	<b>Module 1 Discussion Due</b> <b>Quiz 2 due</b>	SPR Chapter 6: “Managing the Sport Organization-Media Relationship” Finalize Group’s Top 3 OSU Team Selections
	1/23	<b>CLASS HELD VIRTUALLY</b> First parachute session is held virtually. Parachute sessions 2-4 held asynchronously/no class meeting	<i>What color is your parachute?</i> “Parachute Session” #1 + Approved Team Selection
4	1/28	<b>Quiz 3 due</b>	SPR Chapter 5: “Engaging Key Publics via Legacy Media”
	1/30		Group Project 1 Working Session
5	2/4	<b>Quiz 4 due</b>	SPR Chapter 7: “Employing News Media Tactics”
	2/6	<b>NO CLASS MEETING (ASYNCHRONOUS LEARNING)</b>	Parachute Session #2. Parachute Assignment Due 11:59 p.m. ET  Note: We are not meeting in person but you are encouraged to use this dedicated timeslot to complete the parachute session and assignment. If you elect to complete your parachute sessions in advance of class day, you could use this class timeslot to prepare for your group presentation
6	2/11	<b>Group Project 1 Deliverable + Presentation Deck Due (for all groups)</b>	Group Project 1 Presentations (Groups 1-3)
	2/13		Group Project 1 Presentations (Groups 4-6)
7	2/18	<b>Module 2 Discussion Due</b> <b>Quiz 5 due</b> Review Project 2 section of Major Projects Explainer Doc before class	SPR Chapters 3+4: “Engaging Key Publics via Social” Media ... Other Forms of Digital Media”

	2/20		<b>Individual Project: SID Essentials Working Session + Q&amp;A</b>
8	2/25	<b>Quiz 6 due</b>	SPR Chapter 8: "Communicating in Times of Crisis"
	2/27	<b>Quiz 7 due</b>	Crisis Communications Simulation
9	3/4	<b>NO CLASS</b>	SPRING BREAK
	3/6	<b>NO CLASS</b>	SPRING BREAK
10	3/11	<b>Quiz 8 due Module 3 Discussion Due</b>	SPR Chapter 10: "Advanced Communication With External and Internal Publics"
	3/13	<b>Individual Project: SID Essentials Due</b>	Group Project 2 Deliverable Working Session
11	3/18	<b>Quiz 9 due</b>	SPR Chapter 9: "Cultivating Positive Relationships in the Community"  Evaluating Positive Sentiment in Press
	3/20		Sports Media Relations Exercise: Communications of Off-Field Community Efforts
12	3/25	<b>NO CLASS MEETING (ASYNCHRONOUS LEARNING)</b>	<b>"Parachute Session" #3 (Assignment Due 11:59 p.m. ET that evening)</b>
	3/27	<b>Rough Draft of Group Project 2 Presentation Deck Due Module 4 Discussion Due Quiz 10 + Quiz 11 due</b>	Group Working Session – Final Project Presentation Preparations – Practicing Presentation w/ Another Group
13	4/1	<b>Group Project 2 Deliverable + Presentation Deck Due (for all groups)</b>	Final Project Group Presentations + Audience Q&A  <b>Note: group project presentation order and dates determined after group project 1 &amp; contest opportunity</b>
	4/3		Final Project Group Presentations + Audience Q&A

14	4/8		Where Do You Go from Here + How Can Your Growing Network Help You Get There?
	4/10	<b>NO CLASS MEETING</b> (ASYNCHRONOUS LEARNING)	Parachute Session #4 ( <b>Assignment Due 11:59 p.m. ET that evening</b> )
15	4/15	<b>Assignment 13 Due</b>	AI and Sports PR Pro & Career Journey Discussion
	4/17	<b>Discussion Post 5 (Course Recap) Due</b>	Parachute Discussions, Class reflection and celebration of journey  Final class (mandatory for all students)
16		<b>No final exam</b>	<i>I do, however, reserve the right to utilize final exam class period timeslot as a make-up presentation period if needed</i>