Welcome to
COMM 3403: Sports Writing and Reporting
Tuesday/Thursday 2:20-3:40 p.m.
281 Journalism Building
Slack Signup: https://go.osu.edu/kraftcommslack_sp26

Team Leaders

Professor
Dr. Nicole Kraft (please call me Nicole)
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Office Hours:
Tuesday/Thursday 1:20-2:20 p.m. 281 Journalism
And by appointment

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Office Hours:
By appointment

I. Course overview

Welcome to Sports Writing and Reporting! This course is an opportunity to dive into the fast-paced, evolving world of sports journalism together. As your professor, I want to emphasize that this is a collaborative learning experience. While you're here to learn the craft of sports reporting, I am equally committed to continuing to learn and adapt in a field that is constantly changing.

Being a sports fan is easy. Reporting on sports with accuracy, fairness and context is much harder. This course is designed to help you develop the skills needed for careers in sports journalism, including game coverage, feature reporting, broadcast and podcast storytelling, and social media reporting.

We'll explore sports media as a profession, using core journalism skills such as interviewing, reporting, blogging, video and audio production, covering press conferences, and working with statistics. We'll also examine the broader issues that shape sports coverage, including race and gender, hero worship, and the ethical responsibilities of sports journalists—what we cover, how we cover it and why it matters.

A reminder: we are journalists first. Leave your team jerseys at home.

This is not a course where you can be passive and succeed. Your engagement, preparation and participation are essential to your growth and performance in the class.

Sports reporting continues to evolve through new platforms, emerging voices and innovative storytelling approaches. Each of you brings unique perspectives, experiences and interests that will strengthen our conversations and our reporting. Your voice matters here, and I encourage you to contribute thoughtfully and often.

Throughout the semester, we'll cover a wide range of topics—from game stories and profiles to the social and cultural impact of sports. We'll practice not only reporting and writing, but also critical thinking and ethical decision-making. Every question is an opportunity to learn, and every discussion helps sharpen our work.

My goal is to create an inclusive, respectful learning environment where everyone feels valued. I'm excited to learn from your perspectives and experiences, and I look forward to the stories you'll tell. Let's get started.

Learning outcomes

By the end of the semester, journalists will have the ability to:
- Explain the practice and theories of sports writers and apply the practice.
- Understand the skills of sports writers.
- Understand the evolution of sports journalism 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.
- Understanding AI in sports coverage
- Understand and follow proper sports reporting ethics.

Skill Development
- Game coverage
- Feature writing
- Social media
- Podcasting
- Building relationships
- Professionalism
- Television and radio broadcasting (color and play-by-play)
- Sideline reporting
- Associated Press style

Welcome to our Kraft Comm Classes Community!

This class is more than a collection of individual assignments—it's a community of emerging journalists working together to grow, learn and support one another. We are all here to improve, and that happens best when we share ideas, offer thoughtful feedback and celebrate each other's progress.

Everyone brings different strengths, experiences and perspectives, and we all benefit when those are shared openly and respectfully. You'll see this collaborative spirit throughout the semester—whether you're peer-editing drafts to strengthen structure and voice, helping brainstorm sources or navigate a tricky interview, or trading articles to proofread for grammar, AP style and clarity.

We'll workshop leads, troubleshoot story angles and support one another through the reporting process. Come ready to engage, listen, ask questions and lift each other up.

Throughout the semester, you'll also work collaboratively—sometimes in pairs, sometimes in groups of three to five—to tackle reporting challenges, multimedia storytelling and active-learning activities. Journalism is rarely a solo endeavor, and these experiences are designed to help you build the skills and confidence to work with others under real-world conditions.

Teams will rotate so you can learn from different perspectives and better understand what you bring to a newsroom community. Every voice matters, and when we learn with and from one another, we all grow

stronger.

Kindness, curiosity and collaboration will guide our work—and make us all better journalists along the way.

Mode of Delivery

This in-person course will meet every Tuesday and Thursday from 2:20-3:40 p.m. in 281 Journalism, although we will have a multitude of field trips. Please note the workload should equal about 9 hours of work per week, but several opportunities require night and/or weekend work.

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 **Tuesday**.
3. Come to class **Tuesday** ready to put into play the ideas you learned in readings and videos, including in-class activities and assignments.
4. Discussions are due **Thursday** by 11:59 p.m. Responses are due **Sunday** at 11:59 p.m.
5. 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.

Course materials

Required readings:

Required books (all free inside Carmen):

Gisondi, J. (2018). *Field guide to covering sports*. CQ Press, an imprint of SAGE Publications, Inc. *ISBN: 978-1506315683. Cost: FREE (inside Carmen)*

Kraft, N. and Taylor, J.J. (2026). *Storytelling Beyond the Scoreboard.* Bloomberg Press*: FREE (inside Carmen)*

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= *$34.67*

Links to all readings are found in your daily class modules on Carmen.

How to Succeed in COMM 3403

☑ **Show up** to class, to interviews, to events. Journalism is about being present.
☑ **Ask questions** in class, to your sources, and when something confuses you.
☑ **Use your resources** Slack, office hours, Carmen, and each other.
☑ **Practice transparency** in your sourcing, your process, and your decision-making.
☑ **Take risks** try the tough story, approach the hard interview, revise boldly.
☑ **Learn from mistakes** they're part of the job. We improve through feedback.
☑ **Be kind** to your classmates, your sources, and yourself. Journalism is a human job.

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. Log in to Carmen using your name.# and password. If you have not set up a name.# and password, visit my.osu.edu.
  - Help guides on the use of Carmen can be found at: https://resourcecenter.odee.osu.edu/carmen
  - This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
    - Carmen accessibility

  Slack: Sign Up Here!
  This course uses an app called Slack to communicate inside and outside of class and it will, for all intents and purposes, replace class email. Slack is fundamentally an instant messaging and collaboration system in which "channels" are used to separate communities and discussions. We can also have private, one-on-one conversations through Slack by sending a direct message. I will respond to comments on Slack consistently between the hours of 9 a.m. and 8 p.m. weekdays, except while I am in class. All students have all been invited to the class Slack and are encouraged to sign-up and accept ASAP. I am also happy to meet with you by appointment. Please reach out so I can get to know you and your class needs better!
  - Help guides can be found here: https://get.slack.help/hc/en-us/categories/202622877-Slack-Guides
  - Here is a link to Slack's privacy policy, which explains how Slack collects, uses and discloses information, and what choices you have with respect to the information: https://slack.com/privacy-policy.
- **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 <u>Section A of OSU's Code of Student Conduct</u> as appropriate. For more information about Turnitin, please see <u>the vendor's guide for students</u>. 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
- Engagement with generative AI where appropriate and allowed

Necessary equipment
- iPad or computer with high-speed internet connection.

Necessary software
- OSU students have access to Microsoft Office products **free of charge**. To install, please visit <u>https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733</u>
- 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.
- Adobe Creative Suite
- Mac photo and video editing

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. This course, like journalism, 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**: 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.

II. Grading & faculty response

Assignment or category	Points and Percent
Reading assessments	100/10%
Discussions	80/8%
Activities for Points	270/27%
Article Drafts	60/26%
Major Assignment No. 1: Sideline Story — Game Coverage + Multimedia	100/10%
Major Activity No. 2: Beyond the Box Score — Feature Article and Podcast	150/15%
"Voices from the Sideline" – Podcast Segment	100/10%
Final project check-ins	90/9%
Final Major Assignment: Sports and Society Reporting Showcase	150/ 15%
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.

Grading Philosophy

This course will focus on qualitative not quantitative assessment, something we'll discuss during the class. I will be asking you questions and making comments that engage your work rather than simply evaluate it. You will also be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you're expected to. If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date. If you are worried about your grade, your best strategy should be to join the discussions, do the reading, and complete the assignments. **You should consider this course a "busy-work-free zone." If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instructions.**

Assignment Guide

Major Assignment 1: Sideline Story — Game Coverage + Multimedia (100 points)

Overview: Attend an Ohio State sporting event and report on it as if you're covering for The Athletic. Your story should be written on deadline and include multimedia components to simulate a real-world sideline reporting environment.

Major Assignment 2: Beyond the Box Score — Feature Story plus podcast (150 points)

Overview: Write a narrative story (600 words) about an underreported sports story. Your goal is to go beyond stats to reveal character, conflict, and deeper context. You will also create a team podcast.

Major Assignment 3: Final Capstone — Sports and Society Reporting Showcase (150 points)

Overview: As reporters, your role is to inform audiences with clarity, accuracy, and fairness--illuminating issues that affect athletes, fans, teams, and communities. This final project asks you to work as a three- to four-person reporting team to investigate one shared sports-and-society issue, producing multiple journalistic stories that reflect different angles and perspectives on the same topic.

Class Activities for Points (270 points)

These include in-class challenges that help you build core journalism skills like interviewing, news judgment, and story spotting. These are graded on participation, effort and application—not perfection.

Discussion (100 points)

We will have three discussions to pitch article and check in at the end of the semester.

Final Project Check-Ins (90 points)

We will have three check-ins for your final project:

1) The topic
2) A draft article
3) A draft of your team's presentation

Drafts (40 points)

These drafts of your first two article will help you get feedback before they are graded.

All assignments are explained fully inside the weekly Carmen modules.

Academic integrity policies for this class

- **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.

Golden Byline Awards

As we wrap up a semester, we will recognize the standout voices in our class. The Golden Byline Awards give you the opportunity to reflect on your peers' work and celebrate the moments that made our newsroom special. Your votes help honor excellence in reporting—from the sharpest quote to the most powerful multimedia. Participation is expected, and the awards will be announced during our final class meeting.

Step 1: Submit Self-Nominations
Deadline: Dec. 3
Folders will be shared via Google Drive for you to submit entries in the following categories:

- **Best Lede** – Most compelling opening paragraph of the semester
- **Best Scoop** – Broke a newsworthy or exclusive story
- **Most Engaging Multimedia** – Best use of visuals or social media
- **Golden Lantern Award**– The best overall story of the semester!

Instructions:

- Submit your own work for as many categories as you'd like.
- Clearly label each file with your name and the category.
- All submissions must be from work completed during this course.

Step 2: Vote for Your Classmates
Deadline: Dec. 7 at 11:59 p.m.
Once all entries are posted:

- Visit the provided Google Form to cast your votes.
- In addition to the categories above, you'll vote on three class superlatives:
  - Most Improved Reporter – Grew the most in skill, voice, and confidence
  - Best Team Player – Was supportive, collaborative, and generous with time or feedback
  - MVB (Most Valuable Buckeye) – Delivered great work consistently and helped raise the bar for all of us

Awards Ceremony
Winners will be announced during our final class session in a brief celebration of the incredible work you all produced this semester.

Policy on the Use of OpenAI Tools in This Course

Can you use OpenAI tools?
The answer is: Yes, though It depends.
We believe OpenAI tools—including language models like ChatGPT—can be valuable in supporting your learning and writing process when used thoughtfully and ethically. We will clearly outline when and how you are encouraged to use these tools, and such assignments will be clearly marked in class or on the syllabus.

Permitted Uses of OpenAI Tools
You may use OpenAI tools to enhance your thinking, not to bypass it. Approved uses include:

- **Brainstorming**: Generate ideas, themes, potential angles, or questions related to assignments or class discussions.
- **Writing Assistance**: Refine grammar, sentence structure, tone, or organization in work you have already drafted.
- **Concept Exploration**: Seek explanations of complex course topics or ask for examples that help deepen your understanding.

In each case, the tool should serve as a *supporting aid*, not a substitute for your original work or analysis.

Academic Integrity and Responsible Use
Using OpenAI tools must align with the university's academic integrity policy. You must not:

- Submit work entirely generated by OpenAI tools as your own.
- Use OpenAI to complete quizzes, exams, or any assessment not explicitly authorized for its use.
- Misrepresent AI-generated content as original thought without appropriate attribution.

If you incorporate language generated by OpenAI in a substantive way, you are expected to acknowledge it clearly in a footnote or brief comment (e.g., "Some phrasing in this paragraph was refined using OpenAI").
Violations WILL be reported to the Committee on Academic Misconduct (COAM).

Limitations of OpenAI Tools
- OpenAI tools can be helpful—but they're not perfect. They may:
- Present incorrect or outdated information.
- Over-simplify complex topics.
- Lack awareness of course-specific expectations or nuance.

You are responsible for fact-checking, revising, and ensuring accuracy in any content you choose to incorporate.

When in Doubt—Ask First
If you're unsure whether your planned use of OpenAI tools is appropriate for a particular assignment, ask your instructor before submitting. It's always better to clarify expectations than to risk a misunderstanding.

Exploration and Feedback Welcome
This course encourages responsible experimentation. You are invited to try out OpenAI tools during approved activities and share reflections on how they supported or complicated your learning. Your insights will help shape how we use these tools in future classes.

III. Class Details

Gentle Reminders
At the end of every week Nicole will send via Slack a "Gentle Reminder" to look ahead at activities, opportunities and goals coming in the next week. Reading your Gentle Reminder will be helpful!

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

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.

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. or 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 not used in college, although they were likely expected of you in high K-12.

Faculty feedback and response time

Grading and feedback

For weekly assignments, you can generally expect feedback within **2 days**. For major assignments, feedback will come in no more than three days.

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.

IV. Learning Details

Syllabus as a contract

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

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

Lunch Anyone?

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

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 learning process is largely contingent on your presence and participation in class. Listen, take notes important to you 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 does not have notes to provide you. If you miss class, there is unfortunately no way to make up in-class work or extra credit opportunities.

Student participation requirements

We have a lot of material to learn in a short period of time. It is important that you attend all our class sessions. All 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. Your attendance is partly based on your activity and participation. The following is a summary of everyone's expected participation:

Readings and videos:
- There will be readings and lecture videos every week that should be viewed BEFORE class on Tuesday.
- **Weekly assignments**
  - We will have activities (participation) and/or assignments (for points) in most

classes.
- **Kraft Comm Classes Open Office**: We are available to help you to learn, understand and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to "Ask the instructor" channel in Slack. Our class office is open W/F from 11:15-12:30 and by appointment.

Discussion and communication guidelines

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

Canceling Class

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 Slack.

V. Class Schedule

This is copied from Carmen, and a complete, accessible schedule is available each week in Carmen under MODULES. Subject to change.

Week 1

Practice and Application (Tuesday)
Overview of course structure and expectations
Review: Syllabus, course materials, Carmen site
In-Class Activity: Syllabus Press Conference Story
Here's everything you need to do AFTER class.
Do course readings
Beyond the Scoreboard-chapter 1-Intro and The Landscape of Sports Journalism.docx (17 pages)
Beyond the Scoreboard-chapter 2-Foundations of Trust.docx (9 pages)
Field Guide-Ethics_Sports Writers Can't Act Like Fans.docx (4 pages)
Watch course videos
Most Emotional Interviews in Sports History (8:20)
What it's like to be a Sports Journalist (3:41)
Associated Press Sports Editors: Associated Press Sports Editors (APSE) Ethics Guidelines
Assessment
Assessment: Syllabus and Course Policies
Practice and Application (Thursday)
Pick Your "Official" Game to Cover
Discuss foundational ethics in sports journalism
Practice and ethics of sports coverage
In-Class Ethics: Comparing Codes
Dialogue and Reflection
Survey: Check-in at the End of the Week

Week 2

Do course readings
Field Guide-Writing Game Stories.docx (14 pages)
Beyond the Scoreboard-chapter 6-Reading and Writing Go Hand-in-Hand.docx (9 pages)
Beyond the Scoreboard-chapter 7-From Game Story to Story Telling.docx (8 pages)
Locker Room Etiquette.docx (4 pages)
Game story examples
Watch course videos
Sports Journalism: Not a Job For Fanboys-Clarence Hill (3:25)
Mets Insider: Day in the Life of a Beat Reporter (6:37)
Reading Evaluation
Assessment 1
Here's everything you need to do DURING the class.
Practice and Application (Tuesday)
Explore career paths in sports media
Discuss locker room etiquette and credentialing
Practice and Application (Thursday)
Review the feature gamer development
Dialogue and Reflection
Discussion: What game will you cover?

Week 3

Do course readings

Field Guide-Covering a College Beat (7 pages)

Beyond the Scoreboard-chapter 3-Outworking Everybody.docx (10 pages)

Beyond the Scoreboard-chapter 4-Cultivating Source Relationships.docx (16 pages)

RESOURCE FOR GAME COVERAGE

Field Guide-Covering a Beat.pdf (this is a lot of pages but is intended for you to use only section(s)
 applicable to sports you cover!)

Watch course videos

Writing it down (3:04)

A Day In The Life Of AP Sports Writer Cliff Brunt (2:53)

Reading Evaluation

Assessment 2

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

Practice and Application (Tuesday)

Analyze how to develop beats and build trust with sources

Practice writing mock beat notes

Class Activity: Team Beat Notes Practice

Practice and Application (Thursday)

Bring a gamer to evaluate

Class Activity: Game Story Critique Circle

Week 4

Do course readings

Beyond the Scoreboard-chapter 5-Effective Interviewing.docx (21 pages)

Beyond the Scoreboard-chapter 12-How to be Ethical.docx (16 pages)

Watch course videos

Writing a Beat (2:17)

Pat McAfee's Advice To People Wanting To Work In Sports Media (5:16)

Reading Evaluation

Assessment 3

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

Practice and Application (Tuesday)

Draft your first gamer

Practice transitions, quote integration

Draft: Game Story

Practice and Application (Thursday)

Field trip to visit to Big Ten + in Covelli Center

Dialogue & Reflection (Thursday)

What do you wish your professors knew?

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

APPLICATION OF MODULE THEMES (due Sunday)

Major Assignment No. 1: Sideline Story — Game Coverage + Multimedia

Sports Article Checklist.docx

Week 5

Do course readings

Field Guide: Getting the Most Out of an Interview (13 pages)

Beyond the Scoreboard-chapter 8-Show Don't Tell.docx (24 pages)
Please review feature articles to see quality writing you can emulate.
Watch course videos
Interviews (3:24)
30 Tips on How to Interview Like a Journalist (10:37)
Taurean Prince describes how Baylor was out-rebounded by Yale (36 seconds)
Sources (3:52)
Reading Evaluation
Assessment 4
Here's everything you need to do DURING the class.
Practice and Application (Tuesday)
Finding sources, asking questions and getting answers
Class Activity: One-on-One Interview Simulation
Practice and Application (Thursday)
Interviewing sports personalities
Class Activity: The Interview Playbook

Week 6
Do course readings
Make the most out of sports press conference audio | Blog | Rivet Radio
Get in the Game—and Reach Fans—All Year with Sports Podcasts
Sports Radio Jobs_ The Hard Reality of Working in Sports Radio
Watch course videos
Interviews (3:24)
Sources (3:52)
How To Start A Sports Podcast (For Beginners) (8:31)
Reading Evaluation
Assessment 5
Here's everything you need to do DURING the class.
Practice and Application (Tuesday)
Introduction to audio journalism: structure, tone, and editing
Practice and Application (Thursday)
In-Class Activity: Podcast Jam

Week 7
Do course readings
Field Guide-Developing and Writing Features (13 pages)
Please continue to review these feature examples.
Watch course videos
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)
Reading Evaluation
Assessment 6
Here's everything you need to do DURING the class.
Practice and Application (Tuesday)
Understanding feature structures and writing
Practice and Application (Thursday)
Working on feature writing

In-Class Activity: Story Idea Focus Group

Week 8
Do course readings
Beyond the Scoreboard-chapter 10-How Journalists Can Use generative AI Without Losing Their Voice—or
  Their Jobs.docx (14 pages)
Beyond the Scoreboard-chapter 11-Facing Bias and Finding Belonging.docx (12 pages)
Reading Evaluation
Assessment 7
Here's everything you need to do DURING the class.
Practice and Application (Tuesday)
In-Class Activity: Lead Drafting Olympics
Practice & Application (Thursday):
Working on Features and Podcast
Draft Opportunity
Draft: Feature Story

Week 9
Do course readings
Let's learn how to file Open Records Requests today
A Sports Reporter's Guide to FERPA & Public Records
25 public records sports reporters can and should request
Watch course videos
Public Records and You (TikTok)
Here's everything you need to do DURING the class.
Practice and Application (Tuesday)
Public Records
Practice and Application (Thursday)
Workshop articles and Record Podcasts
Major Assignment Due
Major Activity No. 2: Beyond the Box Score — Feature Article and Podcast
Feature Article Checklist.docx

Week 10
Spring Break

Week 11
Do course readings
Beyond the Scoreboard-chapter 9-Social Media as a Tool for Relationship Building and Personal
  Branding.docx (23 pages)
Beyond the Scoreboard-chapter 13-The Human Side of Sports Journalism.docx (8 pages)
Watch course videos
FOX Sports' Pam Oliver on the Art of Sideline Reporting (5:20)
Sportscaster career advice (4:33)
How sideline reporting REALLY works
Reading Evaluation
Assessment 8
Here's everything you need to do DURING the class.

Practice and Application (Tuesday)
How social media fuels story ideas
Practice & Application (Thursday)
In-Class Activity: Social Sleuth Challenge
Check-ins
Final Project Check-In 1: Topic + Sourcing Plan (Week 11)
What do you wish your professors knew?

Week 12
Do course readings
Sideline Reporting: Underappreciated or Unnecessary? The early history and those who fashioned the role (3 pages).
Field Guide-Broadcasting Games (4 pages)
Watch course videos
Video: A Day in the Life of a Sports Broadcaster (3:54)
Video: ESPN's Stuart Scott gives a quick lesson on being a great commentator. (3:09
Video: Jessica Morrey - Sports Reporter/Anchor/MMJ Reel - Feb 2019 (9:32)
Reading Evaluation
Assessment 9
Here's everything you need to do DURING the class.
Practice and Application (Tuesday)
Learning Sideline Reporting
Start: In-Class Activity: On the Field – Sideline Reporting Simulation
BEFORE CLASS: Review background briefs and stat cards.
Practice and Application (Thursday)
Doing Sideline Reporting
Finish: In-Class Activity: On the Field – Sideline Reporting Simulation

Week 13
Do course readings
Beyond the Scoreboard-chapter 12-How to be Ethical.docx (16 pages)
Beyond the Scoreboard-chapter 14-Advice from the experts.docx (8 pages)
Watch course videos
Reporter shares experience seeing NFL's Damar Hamlin collapse mid-game (3:56)
Kobe Bryant dies in helicopter crash in Calabasas | NBC Sports
What You Don't Know About Insiders Behind NFL & NBA News
Reading Evaluation
Assessment 10
Here's everything you need to do DURING the class.
Practice and Application (Tuesday)
Meeting Broadcasters
Practice and Application (Thursday)
Final Project Check-In 2: Article Draft

Week 14
Practice and Application (Tuesday)
Final Project Work
Practice and Application (Thursday)
Final Project Work

End-of-Semester: Submit Nominees for the Buckeye Byline Awards
Final Project Check-In 3: Draft Group Presentation
Dialogue and Reflection
Discussion: What have we learned?
End-of-Semester: Vote for the Buckeye Byline Awards

Week 15
Practice and Application (Tuesday)
Finish Packages and Presentations
Practice and Application (Thursday)
Final Project Presentations
Buckeye Byline Awards
APPLICATION OF MODULE THEMES
Final Major Assignment: Sports and Society Reporting Showcase
List Your Extra Credit Here!

VI. Week-By-Week Readings

Week 1
Beyond the Scoreboard-chapter 1-Intro and The Landscape of Sports Journalism.docx (17 pages)
Beyond the Scoreboard-chapter 2-Foundations of Trust.docx (9 pages)
Field Guide-Ethics_Sports Writers Can't Act Like Fans.docx (4 pages)

Week 2
Field Guide-Writing Game Stories.docx (14 pages)
Beyond the Scoreboard-chapter 6-Reading and Writing Go Hand-in-Hand.docx (9 pages)
Beyond the Scoreboard-chapter 7-From Game Story to Story Telling.docx (8 pages)
Locker Room Etiquette.docx (4 pages)

Week 3
Field Guide-Covering a College Beat (7 pages)
Beyond the Scoreboard-chapter 3-Outworking Everybody.docx (10 pages)
Beyond the Scoreboard-chapter 4-Cultivating Source Relationships.docx (16 pages)

Week 4
Beyond the Scoreboard-chapter 5-Effective Interviewing.docx (21 pages)
Beyond the Scoreboard-chapter 12-How to be Ethical.docx (16 pages)

Week 5
Field Guide-Getting the Most Out of an Interview.pdf (13 pages)
Field Guide: Getting the Most Out of an Interview (13 pages)
Beyond the Scoreboard-chapter 8-Show Don't Tell.docx (24 pages)
Please review feature articles to see quality writing you can emulate.

Week 6
Make the most out of sports press conference audio | Blog | Rivet Radio
Get in the Game—and Reach Fans—All Year with Sports Podcasts
Sports Radio Jobs_ The Hard Reality of Working in Sports Radio

Week 7
Make the most out of sports press conference audio | Blog | Rivet Radio
Get in the Game—and Reach Fans—All Year with Sports Podcasts
Sports Radio Jobs_ The Hard Reality of Working in Sports Radio

Week 8
Beyond the Scoreboard-chapter 10-How Journalists Can Use generative AI Without Losing Their Voice—or
 Their Jobs.docx (14 pages)
Beyond the Scoreboard-chapter 11-Facing Bias and Finding Belonging.docx (12 pages)

Week 9
Let's learn how to file Open Records Requests today
Week 9_Field Guide-Using Advanced Statistical Metrics Advanced (13 pages)
A Sports Reporter's Guide to FERPA & Public Records
25 public records sports reporters can and should request

Week 11

Beyond the Scoreboard-chapter 9-Social Media as a Tool for Relationship Building and Personal
 Branding.docx (23 pages)

Beyond the Scoreboard-chapter 13-The Human Side of Sports Journalism.docx (8 pages)

Week 12

Sideline Reporting: Underappreciated or Unnecessary? The early history and those who fashioned the
 role (3 pages).

Field Guide-Broadcasting Games (4 pages)

Week 13

Beyond the Scoreboard-chapter 12-How to be Ethical.docx (16 pages)

Beyond the Scoreboard-chapter 14-Advice from the experts.docx (8 pages)

University and Departmental Policies

Academic Misconduct and AI	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 assignments and 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/
	There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.
	All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.
	To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.
Accessibility accommodations for students with disabilities	**The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom.**

	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. **If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.**
Campus closure	Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's [Weather or Other Short-Term Closing Policy](#). Please visit this [webpage](#) to learn more about preparing for potential closings and planning ahead for winter weather.
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.
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 Civil Rights Compliance Office: Online reporting form at civlrights.osu.edu Call 614-247-5838 or TTY 614-688-8605, Or Email civilrights@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 Civil Rights Compliance Office 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.
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 works very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your class communications.

Food Insecurity	**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 in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.
Grievances and Solving Problems	A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.
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 time before class. If the instructor is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.
Intellectual Diversity	Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes

	helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.
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 614.292.1111. They will always work with professors on your behalf.
Mental Health Statement	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 614.292.1111. They will always work with professors on your behalf.
Religious accommodations	Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.
	With sufficient notice, instructors will provide students with reasonable alternative accommodations regarding examinations and other academic requirements with respect to students sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.
	A student's request for time off shall be provided if the students sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a

	course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office.
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 Health	Keeping students healthy and preventing the spread of illness is important to The Ohio State University—and to me. Students are encouraged to stay home if they are sick and may be asked to leave class if they are coughing/sneezing. Students who are sick and cannot attend class must contact me *BEFORE class* to receive class any materials and turn in assignments via Carmen. If you do not notify me, your assignment will not be accepted.
Student Services	The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: http://ssc.osu.edu
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 at titleix@osu.edu
Writing Resources	• **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.