

2018 Spring Syllabus **SPORTS MEDIA**

Tuesday/Thursday 3:55-5:15 p.m.



281 Journalism

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Description

It's easy to be a sports fan, but far more challenging is chronicling the world of sports using the media tools on which consumers have come to count. This class is designed to teach all aspects of media interaction with sports, from legacy media reporter to web-based blogger, from broadcaster to communication specialist, from social media poster to in-house talent.

We will explore sports media as a career, utilizing journalism skills like interviewing, reporting, blogging, working with coaches and athletic directors, staging and covering press conferences, statistics, etc. We also focus on issues related to sports coverage, including race and gender, hero worship and the ethics of what sports journalists do and why they do it.

Remember, we are journalists, so leave your team jerseys at home!

This is not a class where you can be passive and do well—your engagement and participation is a key part of your success in the course.

Playbooks

Sports Journalism: An introduction to reporting and writing
(Stofer, Schaffer & Rosenthal), PURCHASE THROUGH PERUSALL (see page 14)
Required: AP Stylebook 2017 edition (\$22.95 or subscribe to online version)
Optional: Best American Sports Writing (2016), ISBN 978-0544617315. Cost: \$8.32 through Amazon.
Required: Read ESPN.Com, SI.com, and the Columbus Dispatch and Lantern sports pages regularly.



Season Schedule

 Article  Draft

<p>Module 1a Jan. 9 Welcome to #OSUSportsMedia</p>	<p>Module 1b Jan. 11 Careers in sports media <i>Discussion 1: What is your career in sports media?</i> TMQB No. 1</p>	<p>Module 9a March 6 Sports Photography</p>	<p>Module 9b March 8 Talking for a living <i>Discussion 7: Let's Talk About It</i></p>
<p>Module 2a Jan. 16 Evolution of sports writing TMQB No. 2 Write-up game story--start</p>	<p>Module 2b Jan. 18 Writing for and about sports Write-up game story--finish</p>	<p>Module 10a March 13 SPRING BREAK!</p>	<p>Module 10b March 15 SPRING BREAK!</p>
<p>Module 3a Jan. 23 Covering games Due: Game Story Draft</p>	<p> Module 3b Jan/ 25 Writing the game story Due: Game Story <i>Discussion 2: What went right and wrong</i></p>	<p>Module 11a March 20 Building relationships in media relations TMQB No. 7</p>	<p>Module 11b March 22 Making multimedia Due: Multimedia Package Project</p> 
<p>Module 4a Jan. 30 The Source Relationship TMQB No. 3</p>	<p>Module 4b Feb. 1 Press Conferences and Interviews <i>Discussion 3: Do athletes deserve a private life?</i></p>	<p>Module 12a March 27 Creating press releases and in-house features TMQB No. 8</p>	<p>Module 12a March 29 Visit to Nationwide Areen and begin planning final project</p>
<p>Module 5a Feb. 6 Finding Feature Stories TMQB No. 4</p>	<p>Module 5b Feb. 8 Profiles and personalities In-class assignment: Feature Article idea, lede and nut graph <i>Discussion 4: The Writing of Frank DeFord</i></p>	<p>Module 13a April 3 Media Guides and Press Notes TMQB No. 9</p>	<p>Module 13b April 5 Press kits and working in the press box <i>Discussion 8: Sports PR vs. Sports Journalism</i></p>
<p>Module 6a Feb. 13 What opinions are like Due: Feature story draft TMQB No. 5</p>	<p> Module 6b Feb. 15 Finishing Feature Due: Advance Feature/Profile</p>	<p>Module 14a April 10 Sports Media Ethics <i>Discussion 9: What is the biggest ethical challenge facing sports media today?</i></p>	<p>Module 14b April 12 The Final Project Begins TMQB No. 10</p>
<p>Module 7a Feb. 20 Something about social (media) TMQB No. 6</p>	<p>Module 7a Feb. 22 Prejudice in sports coverage and media <i>Discussion 5: Racism and sexism in sports media</i></p>	<p>Module 15a April 17 Final project work Due: Final project draft</p>	<p>Module 15b April 19 DUE: Final Project (PR Package) Final discussion post: How did it go?</p> 
<p>Module 8a Feb. 27 Sports Broadcasting</p>	<p>Module 8b March 1 Learning to broadcast <i>Discussion 6: The Locker Room</i></p>		

Nicole Kraft, Assistant Professor (clinical)

After 25 years as a journalist, Nicole Kraft joined the Ohio State School of Communication faculty as an assistant professor of journalism in 2010.

Nicole began her career in sports in 1984 as an intern with the Golden State Warriors before joining the Philadelphia 76ers in 1985 to work in publicity and statistics. She helped create the Sixers Media Guide and was a regular contributor to Hoop Magazine.

She later covered high school sports for The Montgomery County Record and Montgomery Newspapers, before focusing her career on news, politics and government reporting. After a stint as a Congressional press secretary and as an editor at the Napa Valley Register, she returned to sports in 1996 as associate editor of Hoop Beats. She became the magazine's executive editor and director of communication for the sport of harness racing.

A USA Hockey certified coach and avid "hockey mom," Nicole currently writes for the Associated Press covering the Columbus Blue Jackets and covers horseracing for the Columbus Dispatch. She is vice president of communication for the Columbus Ice Hockey Club and president of the Bishop Watterson Hockey Board.

Nicole's focus in teaching and research has been utilizing iPads and iTunes U to create "active learning" environments in journalism classrooms and provide a self-contained learning environment for multimedia journalism. She teaches every summer in Ethiopia, where she focuses on distance education pedagogy. In 2015 she was named an Apple Distinguished Educator, and is currently pursuing a PhD in global educa-



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Alyssia Graves, Teaching Assistant

Alyssia Graves, our class teaching assistant, is a third-year student from Burtonsville, Maryland. She majors in public affairs journalism with a minor in media production and analysis.

Alyssia is currently assistant sports director at Lantern TV and was a former intern at Spectrum Sports Ohio and the Sports and Society Initiative at Ohio State. She is also a Crossfit level 1 trainer and spent last summer coaching at Crossfit Critical Mass.

After graduation, She plans to pursue a career in sports broadcasting.

Alyssia's role in class is to help review your writing before you submit assignments, to answer questions for you and to assist with our in-class writing/media assignments. She will also help me develop your assessments from the readings! She is a veteran of this class and knows what it takes to succeed, so please use her as a resource!



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 Twitter: @AlyssiaGraves

Take every pre-conceived notion you have about classes and learning and professors and throw them out the window for this experience. You do not do work in here for a grade, and you do not do work for Nicole as your professor. In truth, she is your editor, and you are all journalists, and the work you do is for a) readers and b) to make you employable once you move into the world.

You have now all become sports media professionals, which will allow you to focus the sport you will cover and become master of your own athletic domain. That means the majority of ideas will be generated for you, by you.

The standards here are professional, not academic, and your primary work product will be questions. Nicole expects you to ask "why" and "how" on a daily basis, while you discover and uncover and explore.

That said, you are here to fail as much as you succeed. Take chances, try new things, don't be afraid to fiddle. This is a life laboratory, and the more we experiment, the more discoveries we will make.

If you are seeking a "sage on the stage" who will lecture while you passively write down every holy nugget this is not the class for you. Nicole's role here is your guide. You will discover together and learn much from each other.

Note from Nicole:

I heard recently of a great question from an editor who called for a reference check on a student applying for a job: "What is he going to be ready to do on Day One and what is he not ready for that's going to mean more work for me?"

How do you want me to answer this question about you after you complete this course? How would you answer it? We will figure both out in here.



Actual Points

Course grades will be calculated in the following way:

Perusal Readings (25 points)

Professionalism and in-Class Tweets (25 points)

Tuesday Morning Quarterback (100 points)

Discussion posts (100 points-10 @10 points each)

In-Class Assignments (150 points-15 @ 10 points each)

Game/event Coverage (100 points)

Feature Profile (150 points)

Multimedia Reporting Project (150 points)

Final Group PR Package (200 points)

These points tallied together will give you your final grade of the following percentages (100-93=A; 92-90=A-; 89-88 B+; 87-83=B; 82-80=B-; 79-78=C+; 77-73=C; 72-70=C-; 69-60=D; 59 and below=E). I do not negotiate grades, either during or after the semester.

DATE OF FINAL EXAM: Check Ohio State link

Perusall Readings (25 points)

Our class readings will be engaged through a platform called PERUSALL, is a new ebook platform with collaborative annotation that keeps you on track before class. You annotate passages spread through each reading asking questions, respond to each other's questions (in threads, Facebookstyle), or share other perspectives or knowledge. You follow a specific grading rubric based on the annotations' intellectual content, timeliness, and helpfulness to their fellow students. Perusall's data analytics automatically grade these annotations more accurately than (human) teaching assistants can. See Pages 15 for more information.

Professionalism and In-Class Twitter (25 points)

In an effort to build your familiarity with using Twitter professionally, and to help you build a responsible and productive online "brand," we take attendance through Twitter. Every student gets credit for attendance by tweeting something about our coverage, our class session or asking a question, with the goal of engaging your classmates, the outside world and me. It cannot be just that you were there. See more details on page 17.

Professionalism means many things in the working world—dressing for success, treating coworkers with respect, coming prepared, being on time, staying the whole session, not making excuses, no absences, accepting responsibility for work and effort. You will be assessed on all in here.

Tuesday Morning Quarterback (100 point-10 @ 10 points each)

To start most class we will discuss the readings and videos you consumed to prepare for class, and we will assess your consumption and understanding of the material. This will, on 10 occasions, include a 10-question sports assessment assignment, including current events and class lectures. We will also ask you to reflect on key stories where sports and society intersect.

They will not be difficult IF you have read the assigned material and if you have been staying tuned to ESPN.com, SI.com, the Columbus Dispatch sports pages, The Lantern and Lantern TV, and ESPN SportsCenter.

There will be NO makups.

Discussion posts (100 points—10 @ 10 points each)

Discussing key topics is a big part of a modern-day sports writing career and we will use it in class to help build your knowledge of various issues throughout the semester. I will provide the prompt in Carmen. You provide the fact-based insights of 300-500 words.

In-Class Assignments (150 points—15 @ 10 points each)

In most class periods we will have an activity that develops the skills we have learned about in our materials and in-class instruction. These are practical, team-focused skills that intend to develop your skill and help embed our learning in real-life sports coverage.

Game/event Coverage (100 points)

For this assignment, you will attend an actual athletic event with the goal of reporting it for your readers. This is not the same as writing a game recap, which we will do as an in-class exercise. This will mean covering what happened, getting post-event quotes and looking at the event from a creative angle that makes your story stand out to those who already know the outcome of the event.

Feature/Profile (150 points)

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

Multimedia Reporting Project (150 points)

In this assignment, we will put down notepads and computers and learn to tell an event or athlete story through different forms of media, specifically video and/or audio. You can shoot and edit a video package to show, as well as tell, a story. You can develop your own podcast and record an episode. You can shoot photos and create a narrative slide show. This will require different types of interviewing and coverage skills that we will develop on class.

Final Group PR Package (150 points)

Creating pre-game materials is a significant part of a sports PR professional. For this assignment, you will get us ready for an upcoming Ohio State game or match, by creating a feature on a player, a press release promoting some unique facet of the game, and 20 individual game notes including statistics, interesting facts and milestones.

All assignments are explained fully inside our Carmen class.



I am a great believer in the power of students to engage in and drive their own education, which means taking a greater responsibility for an engagement in what happens in your classes. To that end, I do not



subscribe to the “sage on the stage” class ideology, whereby I would lecture and you would (hopefully) listen. Instead, we follow what is known as the “active learning” model, which means you read and watch short videos at home on BEFORE CLASS.

Our class time is then dedicated to engaging with the material through a variety of activities and assessments to determine and build your comprehension.

With the 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.

I believe that this model helps students learn better, and in a speed and style that is more conducive to their needs. Do you learn better at 3 a.m. or 7 p.m.? Great! Class materials are available to you at any time of day or night through this model.

The workload is the same—meaning for a three-credit class for every hour of work you do in class you will spend three hours working at home. The main difference is your class time will not be spent being lectured to; you will be engaged in actively learning the material through discussion,

exercises, activities and assignments.

The quality and quantity of our in-class learning means that your attendance and participation are crucial to your success, so please do not think that watching lectures and reading at home means you do not need to come to class. As I said, that is the foundation. To truly build something meaningful, all of us we must work together.

College is intended to prepare you for the real world, and that for many—especially in journalism—your undergraduate career is like a first job. You can and will make a lot of mistakes here, but the goal is to learn from them and not to make them again.

To that end, I will treat you professionally, and need you to do the same. Behaviors that work in the “real world” and here include:

1. **Coming on time and ready to work on the material for the day:** The inverted model only works if we all do the foundational work ahead and then we can build. If you do not do that work and we have to “catch you up,” you are impacting everyone else in class.

2. **You are missed when you are absent:** When you don't come to class, I notice, and you are missed personally and for your contributions.

Lunch anyone?

Nicole's goal is to get to know each of you better as students and people, to help your academic goals throughout this semester and beyond. Invite me to coffee or lunch—I would love to go and talk about class or anything else! And did you know the College of Arts & Sciences will buy our lunch? Check out [Take Your Professor to Lunch!](#)

3. **Staying in class:** I know you have things to do. We all do. But we have committed to being in class together for the full time.

4. **Treating classmates/coworkers with respect:** Everyone's ideas have merit, and allowing a civil discussion, even when we disagree, is a key to future success.

5. **Dressing for success:** I know this is college, but you never know who might come to class who could help you with an internship or guide your academic or professional career. Pajamas are for sleeping. Swimsuits are for beaches. Please know I don't want to discuss appropriate class attire with you, but I will if need be.

6. **ID Yourself:** We use Slack for communication, but if you do email, please include your class number (Comm 3403). I teach four classes and this will help me understand/respond more quickly.

7. **Email tone/use:** To ensure we are preparing for the “real world,” your mails to SIDs should be written using standards of courtesy (address, proper tone, and signature). I do not edit articles over email, so if you wish to work on your article one-on-one (which I encourage!), please make an appointment or drop by the Sports Desk.

8. **Deadlines are deadlines:** Assignments must be submitted by the assigned time and will not be accepted late.

9. **Let's Type:** Due to the professional (and relatively paperless) environment of this class, I won't be able to accept any handwritten assignments.

10. **Feeling Social:** I believe in using social media in class, but we use it for good and not evil. I encourage you to use your devices, and we will do much research in class using all electronic devices. But remember that I can see what you post—and so can future employers. Please be responsible about how to present yourself to the outside world. Also remember I can see when you post—even if it's during class—so let's stay on topic while we are together.

11. **Lying, cheating or stealing will get you fired:** In this class, if you plagiarize anything you will fail the assignment, and I will report you to academic misconduct, even if you accidentally do it while taking your notes. We have no wiggle room here.

Extra credit

The total amount of extra credit available in this class is 20 points (2 percent). It can be earned in these ways:

- Taking part in School of Communication research.
- Attend journalism-themed meetings or events identified by me, such as Society for Professional Journalism meetings (every other Thursday), Ed2010 meetings, campus lectures and films, etc.

Technology Excuse Statement

This course, like journalism as a whole, relies heavily on access to computers, specific software, and the Internet.

At some point during the semester you will likely have a problem with technology. Your laptop will crash; your iPad battery will die; a recording you make will disappear; you will accidentally delete a file; the wireless will go down at a crucial time.

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

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

material. You can start—and finish—early, particularly if challenging resources are required, or you know it will be time consuming to finish this project.

Save work early and often: Think how much work you do in 10 minutes. I auto save every 2 minutes.

Make regular backups of files in a different location: Between Box, Google Drive, Dropbox and iCloud, you have ample places to store and back up your materials. Use them.

Save drafts: When editing, set aside the original and work with a copy.

Practice safe computing: On your personal computer, install and use software to control viruses

Sources

You need at least at least two human sources for every article but, more importantly, you must have sources that have expertise to speak on your article topic. If you can get Urban Meyer, that is a coup—unless you are writing on volleyball or baseball or tennis or any other sport for which he has no knowledge or experience. Then he is useless.

As convenient as they may be, we do not use friends, roommates, relatives, etc., as sources for your stories, photographs, graphics etc. This is a conflict of interest. That said, we recognize you have the potential to be classmates with any athlete. If you are, great! Start asking some questions.

That conflict policy also spreads out to any activities, organizations, projects, companies, etc. in which you are involved in, but you can share story ideas with fellow reporters.

No Sharing

As much as we love to share information, we do not share your stories with other classes. Stories done for credit/grade in this class cannot be used for credit in any other class. They can, however, be utilized for publication in The Lantern!

Ask Away

I know no matter how many times I encourage you to talk to me if you have questions, many of you will instead reach out to friends and classmates. I still desperately want you to reach out to me, but to help you reach out to fellow class reporters, everyone has been assigned to an editorial team with whom you will be able to work this semester, and with whom you will complete your final project.

Mobile Technology

Although many classes may ban or limit the use of mobile technology, in this class we will learn to use your mobile phone and tablet for reporting and disseminating news—in other words, for good and not evil. Keep it out and be prepared to use it for class work, which will include tweeting, posting to Instagram and Facebook, Snapchatting, using Facebook Live and finding sources on LinkedIn. That said, this is not the time to text and tweet your friends to hook up later or surf the web. It's time to use all the tools at our disposal for work!

Developing Life Skills

Dr. Tony Wagner, co-director of Harvard's Change Leadership Group, has identified what he calls a "global achievement gap," which is the gap between what even our best schools are teaching, and the must-have skills of the future (2009). These are the skills we will aim for you to develop in here!

1. Critical thinking skills
2. Collaboration across networks and leading by influence.
3. Agility and adaptability
4. Initiative and entrepreneurship
5. Effective oral and written communication.
6. Accessing and analyzing information.
7. Curiosity and imagination

Syllabus

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 in writing as soon as any syllabus change may arise.

Withdrawal Policy

Not all classes fit your schedule or your academic plan, and I understand that. Please know, however, that I very much wish to meet with you before you drop (especially the deeper we get into the semester) to see what we can do to work through any challenges together. If you do have questions about how to drop or the impact on your transcript or financial aid, please visit the Academic Advising website.

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/writing-center> to learn more.

Strunk & White's The Elements of Style. The advice and direction offered in this book applies to writing in all fields. Find it at the campus bookstore or at a used bookstore for cheap.

Attendance and Make-Ups:

Only students enrolled in this section are permitted to attend class. Attendance (both physical and mental) is key to your success in this class. Your grade is largely contingent on your presence and participation in class. Listen, take notes, and ask questions. Much of the material presented in lecture is not found in your readings. If you miss class for whatever reason, it is your responsibility to obtain notes from a classmate; the instructor will not provide notes in any circumstance. If you miss class, you will not be able to make up any in-class work or extra credit opportunities.

Students who will be observing a religious holiday on a class date or assignment due date must provide date/event written notification to Nicole within the first two weeks of the quarter so that alternative arrangements can be made.

Safe & 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 Nicole **BEFORE** class to receive class any materials and turn in assignments via the drop box or e-mail. If you do not notify Nicole, your assignment will not be accepted.

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.

Special Accommodations

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

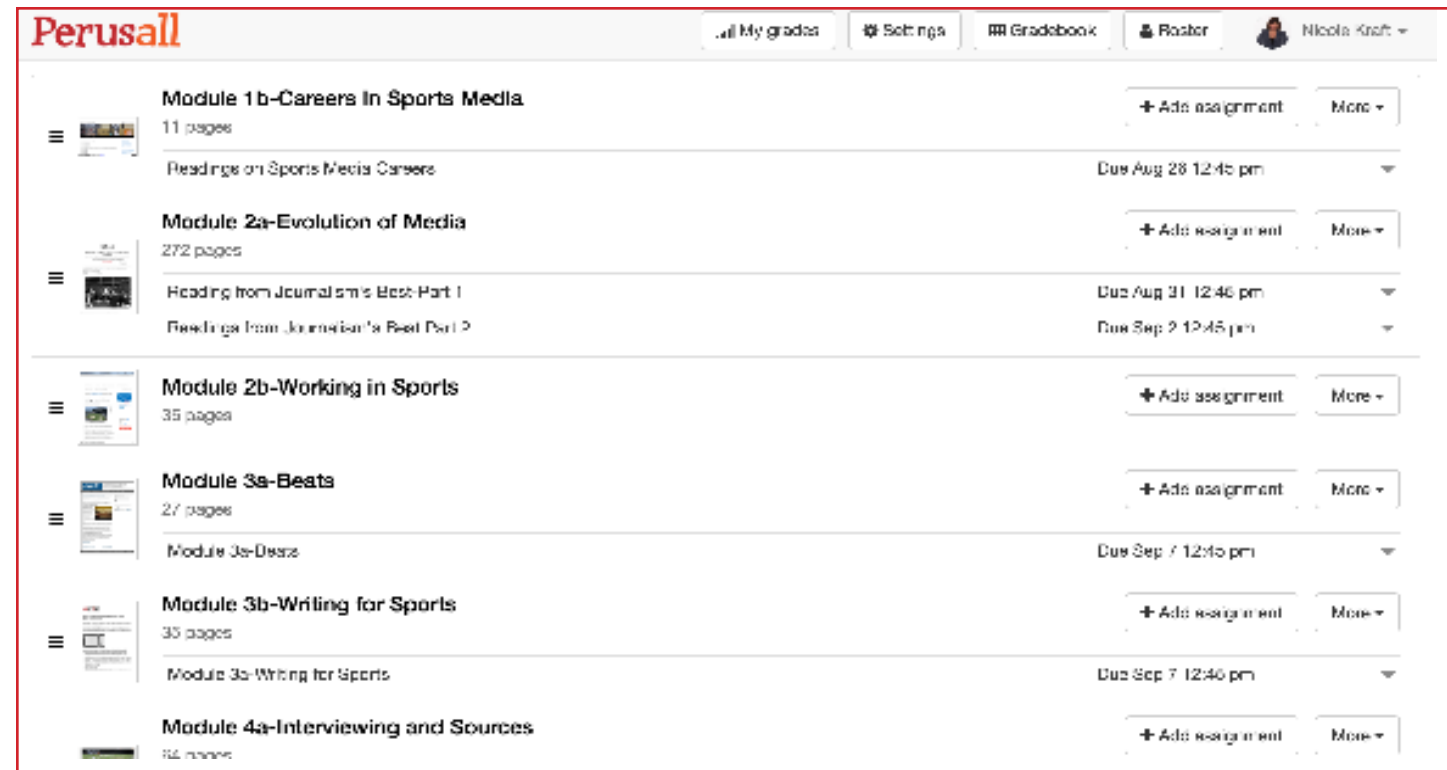
Perusal helps you master readings faster, understand the material better, and get more out of your classes. To achieve this goal, you will be collaboratively annotating the textbook with others in your class. The help you'll get and provide your classmates (even if you don't know anyone personally) will get you past confusions quickly, and will make the process more fun. While you read, you'll receive rapid answers to your questions, help others resolve their questions (which also helps you learn), and advise the instructor how to make class time most productive. You can start a new annotation thread in Perusal by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread. Each thread is like a chat with one or more members of your class. Your goals in annotating each reading assignment are to stimulate discussion by posting good questions or comments and to help others by answering their questions.

Research shows that by annotating thoughtfully, you'll learn more and get better grades; so here's what "annotating thoughtfully" means: Effective annotations deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions. To this end your annotations are evaluated on the basis of quality, timeliness, quantity, and distribution:

Quality

The reading replaces the lectures so that you can engage in more useful activities in class. Therefore it is important that you read the text thoughtfully and attempt to lay the foundation for the work in class. Each of your annotations is assigned one of the following evaluations:

- 3 = Demonstrates thorough and thoughtful reading AND insightful interpretation of the reading
 - 2 = Demonstrates reading, but no (or only superficial) interpretation of the reading
 - 1 = Does not demonstrate any thoughtful reading or interpretation
- See the examples on the next page to see the quality criterion applied to sample annotations.



Quantity

We compute your overall score using your five highest-quality annotations for each assignment, so be sure to write at least this number to ensure the best score. Because we want you to engage in a natural conversation with your classmates through your annotations, your overall score only depends only on these five highest-quality annotations. So, as long as you have five high-quality annotations, a brief response to another student (e.g., answering "Yes" to what is just a yes or no question) won't hurt your overall score, even though by itself that response is nominally a "1."

Timeliness

The work done in class depends on you having done the reading in advance, so completing the reading and posting your annotations before the posted deadline is required to receive credit. Your instructor may choose to allow a late annotation period during which the credit for your annotations linearly decreases from 100% at the deadline to 0% at the end of the late annotation period.

To encourage discourse, there is always a three-day reply window after each posted deadline during which you can continue to reply, for full credit, to questions posted by others. However, the number of additional points you can earn during the post-deadline reply window is capped at the credit you receive for annotations made on that assignment before the deadline.

Distribution

To lay the foundation for understanding the in-class activities, you must at least familiarize yourself with each assignment in its entirety. Annotating only part of the text and/or failing to distribute your annotations throughout the document lowers your overall score.

Overall Evaluation: You will receive an overall evaluation for each reading assignment based on the criteria above as follows: 3 = exceptional (rarely given), 2 = meets expectations, 1 = needs improvement,

Perusal Scoring Example

	ANNOTATION	EVALUATION
<p>76 CHAPTER 4. MOMENTUM</p> <p>In the preceding two chapters, we developed a mathematical framework for describing motion along a straight line. In this chapter, we continue our study of motion by investigating inertia, a property of objects that affects their motion. The experiments we carry out in studying inertia lead us to discover one of the most fundamental laws in physics—conservation of momentum.</p> <p>4.1 Friction</p> <p>Picture a block of wood sitting motionless on a smooth wooden surface. If you give the block a shove, it slides some distance but eventually comes to rest. Depending on the smoothness of the block and the smoothness of the wooden surface, this stopping may happen sooner or it may happen later. If the two surfaces in contact are very smooth and slippery, the block slides for a longer time interval than if the surfaces are rough or sticky. This you know from everyday experience: A hockey puck slides easily on ice but not on a rough road.</p> <p>Figure 4.1 shows how the velocity of a wooden block decreases on three different surfaces. The slowing down is due to friction—the resistance to motion that one surface or object encounters when moving over another. Notice that, during the interval covered by the velocity-versus-time graph, the velocity decrease as the block slides over ice is hardly observable. The block slides easily over ice because there is very little friction between the two surfaces. The effect of friction is to bring two objects to rest with respect to each other—in this case the wooden block and the surface it is sliding on. The less friction there is, the longer it takes for the block to come to rest.</p> <p>Figure 4.2 Low-friction track and carts used in the experiments described in this chapter.</p> <p>You may wonder whether it is possible to make surfaces that have no friction at all, such that an object, once given a shove, continues to glide forever. There is no totally frictionless surface over which objects slide forever, but there are ways to minimize friction. You can, for instance, float an object on a cushion of air. This is most easily accomplished with a low-friction track—a track whose surface is dotted with little holes through which pressurized air blows. The air serves as a cushion on which a conveniently shaped object can float, with friction between the object and the track all but eliminated. Alternatively, one can use wheeled carts with low-friction bearings on an ordinary track—figure 4.2 shows low-friction carts you may have encountered in your lab or class. Although there is still some friction both for low-friction tracks and for the track shown in Figure 4.2, this friction is so small that it can be ignored during an experiment. For example, if the track in Figure 4.2 is horizontal, carts move along its length without slowing down appreciably. In other words:</p> <p>In the absence of friction, objects moving along a horizontal track keep moving without changing speed.</p>	<p>Alan: I remember, in high school, being amazed at how quickly carts could travel on these tracks - air would blow up through these tiny holes evenly distributed along the length of the track and the cart would essentially float on the air and consequently - the cart would move very quickly with the slightest push.</p> <p>Bob: Although there is no way to create frictionless surfaces, I find it interesting that we consider experiments "in the absence of friction." In a way, this relates back to Chapter 1.5 where we talked about the importance of having too little or too much information in our representations. In some cases, the friction is so insignificant that we ignore it (simplifying our representation).</p> <p>Claire: Does this only apply to solid surfaces? I feel as if a substance that floats on water either has negligible or very little friction.</p> <p>Alan: Why is this? I don't get it.</p> <p>David: believe this applies to almost every surface, although I'm not sure if water would count more as resistance than friction. Anyways, the best example I could think of would be a surf board. If people who were paddling in the same direction as the waves experienced no resistance, they would continually speed up, and eventually reach very high speeds. However, in reality if they were two stop paddling they'd slow down and only the waves would slowly push them to shore.</p> <p>Alan: Is it possible to have a surface, in real life, that inflicts NO friction at all?</p> <p>Erica: Doesn't air resistance factor into this at all? It seems that it is not enough for there to be only an absence of friction for something to keep moving without slowing down. What about some other opposing force - like air resistance? Or is air resistance just another example of friction?</p>	<p>No substance. Does not demonstrate any thoughtful interpretation of the text. 0</p> <p>Annotation interprets the text and demonstrates understanding of concepts through analogy and synthesis of multiple concepts. 2</p> <p>Possibly insightful question but does not elaborate on thought process, nor demonstrate thoughtful reading of the text. 1</p> <p>Question does not explicitly identify point of confusion nor demonstrates thoughtful reading or interpretation of the text. 0</p> <p>Response demonstrates a thoughtful explanation with a claim substantiated with a concrete example 2</p> <p>Question exhibits superficial reading, but does not exhibit any interpretation of the textbook. 1</p> <p>Demonstrates thoughtful interpretation of the text by refuting a statement through a counter example. 2</p>

It is your responsibility to complete your own work as best you can in the time provided. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, possession of unauthorized materials during an examination, and falsification of laboratory or other data. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct at http://studentaffairs.osu.edu/resource_csc.asp

Academic misconduct is a serious offense, and it is my responsibility to make sure it does not occur. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact your professor or TA, or visit the COAM web page at <http://oaa.osu.edu/coam.html>.

In most instances, taking your own work from one course and submitting it in a different course is also considered academic dishonesty. This does not apply to submitting articles to The Lantern or Lantern TV for publication—that is encouraged!

When in doubt, consult me before doing anything about which you are uncertain. You should also read through the "Ten Suggestions for Preserving Academic Integrity" available at <https://oaa.osu.edu/coamten-suggestions.html>



Treating this class like a job will go a long way toward helping you be prepared for your post-graduation life. Your ability to come on time, contribute to discussions, turn in work on time, treat classmates with respect, dress appropriately, and communicate respectfully and clearly in person and in writing will earn you professionalism points.

Among the skills you need to master is how to use social media for good and not (potential) evil.

Believe it or not, everything you do or eat is not worth putting on public, open-to-the-world social media. What is worth publishing are the activities, experiences, thoughts, work product and information that will make a potential employer think you worthy of hiring.

To that end we will use Twitter, professionally, for every class.

Between the beginning and end of class tweet something significant to your followers—a concept from class, an article, information shared by a guest speaker. Include a photo and link where possible.

This will count as your attendance and your initial foray into the professional nature of your social brand. In addition to your posts, make your profile as professional as possible with a strong Twitterography that includes details of significance to who you wish others to think you to be.

Put in a photo that helps others see you as a serious journalist (it should just be you with no companions).

Include a website if you have one, or create a LinkedIn to serve as a resume site.

The goal is we all learn the potential impact of Twitter in "talking" to the world—and learn how to prevent negative impacts. Your tweet cannot be just that you were in class. There has to be a complete thought behind it. Use the hashtag #osusportsmedia for all posts.

Please follow the hashtag #osusportsmedia and follow me (@nicole_kraft), so I can put you in our list.



Every semester, professors around Ohio State include a line in their syllabi encouraging students to visit them in “office hours.”

And every semester those same professors sit alone in their offices, wondering why students do not come by.

Not so for Comm 3403.

Instead of office hours, this class will feature a “Sports Desk,” where students will be able to come and get help on their articles, and discuss topics and techniques.

The goal is for students to join in a collective and congenial environment of dialogue and discussion, as opposed to simple questions and answers.

Bring your favorite sports publications and articles for us to break down and figure out how to emulate. Read a compelling piece and let’s discuss how it was put together, and how you might craft one that is similar.

In addition, students can come and get assignment and class help from Nicole and a team of students who will offer weekly “Writing Bar” sessions.

The Writing Bar will be much like an Apple Genius Bar, where students can come and get one-on-one help from people who know the subject matter best—students who have already taken journalism classes and excelled.

Writing Bar

Writing Bar hours will be Tuesday from 1:30-3:30 p.m. in the 217 Journalism. Bring your articles or magazine designs to get on-on-one help from writing experts, who can walk you through the process from idea to reporting to execution. Clinics will be held to facilitate your projects. Appointments are welcome but not required. The Comm 3403 Writing Bar mentors will include students and professional journalists. We can also connect you with journalists who cover your area of interest.

Sports Desk

The Comm 3403 Sports Desk will meet Thursday from 2 to 3:30 p.m. in 3045E Derby Hall. Come to discuss topics or articles, get feedback on ideas, or just to talk sports.

Gentle Reminders

At the end of every week Nicole will send via Slack a “Gentle Reminder” to look ahead at assignments and goals coming in the next week.

Reading your Gentle Reminder is required and items in there may be included on weekly assessments.

Nicole encouraged students to read the “gentle reminders” and let her know any other ideas for what might augment the class or better serve the learning experience.



To keep us communicating as closely as possible, I have created communities for us on an application called Slack, which is available on both your laptop, desktop and mobile devices.

Slack will take the place of email, allowing us to have both public and private discussions about class, share files (but not assignments), and keep a record of all we discuss in themed “channels.”

Slack works through a system of hashtags, much like Twitter. But only members of a given team can see the postings on the hashtag.

You’ll also get the most out of Slack if you install the mobile app (iOS / Android) and the desktop app (Mac / Windows) so you get desktop notifications about new messages and can keep up with what’s happening without needing to leave a browser window open.

Slack commands you need to know

@channel

A channel in Slack is like a “room” for discussions, usually arranged around a topic of discussion or the relevant team. To send a notification to everyone in the channel, type @channel and then your message.

This can be annoying if you’re in a large channel, particularly if there are people across a lot of time zones. People tend to use @channel a lot, but it’s useful for getting everyone’s attention.

@username

To send a notification to a specific person inside a channel, type @username. To alert me, type @nicole.

@here

Like @channel but only notifies people that are online and active, so less annoying.

/me

If you want to talk in third person, this is for you. For example, if you’re going to lunch, you’d type “/me is going to lunch” and it would show as “Owen is going to lunch.”

DM

Direct/private message between you and one other person.

Private Group

Like a channel, but by invitation only. Useful as a ‘disposable’ room for events, quick team discussions or gossip.

/open

Opens a new channel.

/leave

Drop out of a channel.

/collapse

Hides all images and GIFs in a channel.

When you sign in to Slack for the first time, every type of notification imaginable is enabled. There are many different ways to manage notifications.

Each channel has individual notification preferences, so you can get notifications for every message, just your name being mentioned or nothing at all.

To get to the settings, open the channel you want to change and click the name of it at the top of the screen, then “channel notification preferences.”

From here you can set up both mobile and desktop notifications so the alerts only go where you want them.



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View or download schedules
for all Ohio State teams at:
<http://www.ohiostatebuckeyes.com/ot/schedule-download.html>

[OhioStateBuckeyes.com \(OhioStateBuckeyes.com\)](http://OhioStateBuckeyes.com)
[Ohio State Athletics Twitter Homepage \(https://twitter.com/OhioStAthletics\)](https://twitter.com/OhioStAthletics)
[Big Ten Conference Media List \(http://office.bigten.org/media\)](http://office.bigten.org/media)

Follow key athletes and personnel on Twitter, including

- @brdispatch (Dispatch)
- @TIM_MAYsports (Dispatch)
- @claywsyx6 (ABC6)
- @AdamJardy (Dispatch)
- @CampusRush
- @OSUADathComm (Dan Wallenberg, associate AD, Comm)
- @BuckeyeNotes (Jerry Emig, FB SID)
- @OSURec
- @OSUManagers
- @B1GHockey
- @bigten
- @Buckeye_Sports
- @BeanieWells26
- @OSU_AD (Gene Smith)
- @ShaunMRichard (OSU Athletics)
- @OhioState_WBB

- @OhioState_WHKY
- @OhioState_WSOC
- @OhioState_MHKY
- @OSUADathComm
- @OhioState_WLAX
- @OhioState_MLAX
- @OhioState_TFXC
- @OhioStateHoops
- @OhioState_SB
- @OhioState_BASE
- @OhioState_MSOC
- @LanternSports
- @chasshill (Lantern Sports)
- @EdwardSutelan (Lantern Sports)
- @jamesekingii (Lantern TV)
- @AlyssiaGraves (Lantern TV)
- @SportsSociety (Ohio State Sports & Society)
- @SGSR_OSU (Scarlet & Grey Sports Radio)

Guest Speakers

We are lucky to have many friends in the sports media industry who will be sharing their and experiences with us. Here are some potential guest speakers to visit or Skype in!

Talk Radio

- Tim Hall, 97.1
- Beanie Wells 97.1
- Dylan Tyrer, Scarlet & Gray Radio

Print/Online

- Aaron Portzline, The Athletic
- Alison Lukan, The Athletic
- Rob Oller, Columbus Dispatch
- Craig Merz, NHL.com
- Bill Rabinowitz, Columbus Dispatch

Social Media

- Zach Fleer, 270 Hoops*
- Kurt Gies, social media coordinator, Philadelphia 76ers
- Allie Dosmann and Carson Reider, Blue Jackets

Team PR

- Karen Davis, Columbus Blue Jackets
- Dan Wallenberg, Ohio State Buckeyes
- Leann Parker, Ohio State Buckeyes
- Patrick Maks. Cleveland Browns

Sport PR

- Brent LaLonde, Arnold Classic

TV

- Dan Plesac, MLB Network
- Jody Shelly, Columbus Blue Jackets
- Bill Davidge, Columbus Blue Jackets
- Marc Zumoff, Philadelphia 76ers
- Clay Hall, ABC6

Photography

- Adam Cairns, Columbus Dispatch
- Bill Frakes, Sports Illustrated
- Kyle Robertson, Columbus Dispatch



Aaron Portzline



Dan Wallenberg

1. No cheering in the press box. You are not a Buckeye; you are a journalist.
2. No spirit wear during coverage of games, press conferences or any team events
3. Always prepare and background before a game or interview.
4. Technology demands redundancy. Take notes even if you're taping. Always have extra batteries, tapes, SD cards.
5. Be professional in how you dress and how you act.
6. No one cares what you think; write what others think.
7. Do not date those who you cover.
8. No autographs or special favors from those you cover.
9. You are not the expert--your sources are!
10. It's better to be second and right than first and wrong.

The Fine Print

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

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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

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/>

Commitment to Diversity

The School of Communication at The Ohio State University and Kraft Comm Classes embrace and maintain 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 and this class, 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.

