



# SYLLABUS: COMM 3414

## Sports Media Relations

Spring 2023

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

[Please sign up ASAP for Slack, our class communication channel.](#)

### Instructor

Dr. Nicole Kraft

Email: kraft.42@osu.edu

Phone: 614-407-6612

Twitter: @nicole\_kraft

### Teaching Assistant

Jacob Bengé

Email: benge.30@osu.edu

### Office Hours:

Tuesday/Thursday 1:30 p.m.-3:30 p.m. (in 3045E Derby Hall)

By appointment on Zoom

## Course overview

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

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

## Skill Development

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

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

## Catalog course description

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

## Expected learning outcomes

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

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

## Course materials

**Required books:**

### **Media Relations in Sport 5th Edition**

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

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

## **MOST readings**

Will be available in your main Carmen module for the day and will involve helpful tools and news articles you will need to read to be prepared for our course work.

The majority of your readings will be done through a program called **Perusall** ([please read this getting started guide](#)). Links to all readings are found in your daily class module on Carmen. Once you click on the link, it will take you to Perusall where readings are listed by date. Please see Carmen for a complete explanation of Perusall, which will be demonstrated in class.

Your only textbook to buy is the AP Stylebook as a print or digital version. The digital version is much more versatile. You will use it for the rest of your writing career in PR or journalism.

*All additional readings are provided FREE in Carmen. All readings appear weekly in Carmen under pages called “WEEK X Reading” and in the weekly overview page.*

**You will need to subscribe to [ADOBE CREATIVE CLOUD](#) during your time in class. This is free through Ohio State.**

## **Teaching Philosophy**

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

Our class time is then dedicated to engaging with the material through a variety of “active learning” activities and assessments to determine and build your comprehension. With this active class model, students establish the foundation as part of that home pre-work, and then we build the structure of learning together, allowing us to see and correct weaknesses in the foundation and the structure.

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

## **Course technology**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

### **Carmen:**

- Carmen, Ohio State’s Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu).
- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>

- This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen accessibility](#)

- [Perusall Readings](#)

- **Perusall Readings**

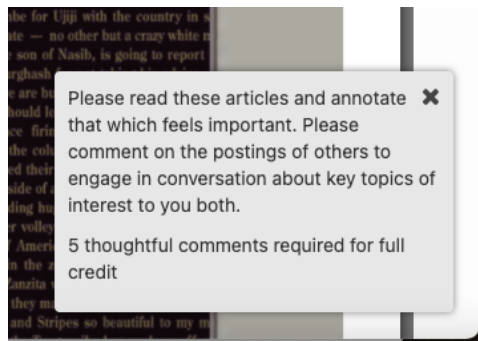
- Perusall helps you master readings faster, understand the material better and get more out of your classes. To achieve this goal, you will be collaboratively annotating the textbook with others in your class. The help you'll get and provide your classmates (even if you don't know anyone personally) will get you past confusion 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 on how to make class time more productive. You can start a new annotation thread in Perusall by highlighting text, asking a question or posting a comment; you can also add a reply or comment to an existing thread.

Each thread is like a chat with one or more members of your class. Your goals in annotating each reading assignment are to stimulate discussion by posting good questions or comments and to help others by answering their questions.

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

- **REQUIRED POSTS:**
  - **You must make at least FIVE comments on each package of module readings and videos.**



- [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!

- o Help guides can be found here: <https://get.slack.help/hc/en-us/categories/202622877-Slack-Guides>
- o 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>,

### **Zoom**

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

### **Baseline technical skills necessary for courses**

Basic computer and web-browsing skills

Navigating Carmen

### **Necessary equipment**

Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection.

### **Necessary software**

OSU students have access to Microsoft Office products free of charge. To install, please visit [https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)

Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.

## **Computer: Friend or Foe?**

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

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

- Plan ahead: A deadline is the last minute to turn in material. You can start--and finish--early, particularly if challenging resources are required, or you know it will be time consuming to finish this project.
- Save work early and often: Think how much work you do in 10 minutes. I auto save every 2 minutes.
- Make regular backups of files in a different location: Between Box, Google Drive, Dropbox and iCloud, you have ample places to store and back up your materials. Use them.

# Dress Code

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

## Grading and faculty response

### Grades

Assignment or category	Points and Percent
Assignment: Attendance and Participation	50/5%
Assessment (1 @ 10 points) and Discussions (6 @ 40 points)	250/25%
ASSIGNMENT: What makes good game notes?	50/5%
ASSIGNMENT: Crisis Communication	50/5%
MODULE ASSESSMENT 1: Team Analysis and Presentation	100/10%
MODULE ASSESSMENT 2: Press release	50/5%
MODULE ASSESSMENT 3: Creating Games Notes	50/5%
MODULE ASSESSMENT 4: Gamer and Mini Feature	100/10%
MODULE ASSESSMENT 5: Designing Graphics	100/10%
MODULE ASSESSMENT: Final Game Notes Package	200/10%
Total	1000 /100%

*See course schedule for due date.*

*These points tallied together will give you your final grade of the following (100-93=A; 92-90=A-; 89-88 B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-60=D; 59 and below=E). I am not able to negotiate grades, either during or after the semester.*

### **Assignment submissions**

*All assignments are due at the beginning of the class on the date listed on the syllabus. In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded. Assignments will be submitted to Canvas and grades will be provided there. (I'll make sure you know how!)*

## Assignment Structure

Our class is built around modules, and each module finishes an assessment to put into practice what we have learned. Here are our assignments and how the points will accrue.

### **Class Participation and Professionalism (50 points)**

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

### **Assessment and Discussion (250 points)**

In the first week you will become acquainted with the syllabus, including our course policies. The syllabus quiz will measure what you have learned and ensure you have gained the necessary knowledge to complete the course.

During the semester we will assess your thoughts and analysis of the material with six posts that allow you to express what in our class has resonated with you and how you feel about the assessments we have for each module.

### **In-Class Activities**

This semester you will have activities intended to build your skills and develop a greater level of familiarity and engagement with feature writing techniques. These will be completed in class and will involve group work and individual activities, as well as working with athletic communication professionals to build skills, understand and apply the social and ethical dimensions of strategic communication to skill development, and demonstrate analytical and writing skills commonly employed in strategic communication industries. These activities will include:

1. Analyzing what makes good game notes (50 points)
2. Taking part in a Crisis Communication simulation (50 points)

### **Module Assessments**

Throughout the course of the semester, you will have projects to create media that would be part of sports communication and media relations for the team you have identified as your focus for the semester.

#### **MODULE ASSESSMENT 1: Team Analysis and Presentation**

The first assignment is to analyze your team to see its identify and how you can best serve that through media relations.

Objectives

- To research an analyze a team on which you will focus your media relations activities this semester.
- Determine its audience, media and engagement needs.
- Create a presentation that identifies the opportunities and challenges of your media plan for the semester to "sell us" on a media plan.

#### **MODULE ASSESSMENT 2: Press release**

This assignment is to draft and execute a press release to send out to the media.

**Objectives:**

- Identify a unique angle to team/event/sport.

- Write a single-page press release using the style we have seen in examples, which will hopefully entice coverage by the media.

### **MODULE ASSESSMENT 3: Creating Games Notes**

For this assignment, you will create game notes for an upcoming athletic event related to your team. Games notes will also be part of your final project, and this would be a great time to get started on that part of the final.

#### **Objectives:**

- To research and write facts and trivia about your team and its players.
- To think like a reporter--what elements would be useful for a reporter covering a game.

### **MODULE ASSESSMENT 4: Gamer and Mini Feature**

Players and teams are brought to life for fans through gamers and feature articles. Unlike journalistic endeavors, writing shorter can be helpful for coverage and to attract fan attention, so we will work on TWO elements for this assignment: a gamer that focuses more on the positives for the home team and a mini profile.

#### **Objectives**

- To demonstrate an understanding of feature-writing style.
- To bring to life through words an Ohio State sports personality.
- To produce a feature lede and nut graph.
- To have accurate quotes from at least two sources.

### **MODULE ASSESSMENT 5: Designing Graphics**

In this assignment, you will create a template that could be used repeatedly for games and teams. You will need to get access to [Adobe Photoshop](#) for this assignment. Please subscribe to it for the duration of the course.

#### **Objectives:**

- To gain professional-level experience in graphic design.
- To develop photoshop skills.
- To establish more employable skills.

### **SEMESTER ASSESSMENT : Final Game Notes Package**

For this project, you will create materials and experiences that promote teams via media relations and demonstrate media relations planning, and design professional-quality materials by creating media materials for a specific game involving an Ohio State team. This project will include researching the team, conducting interviews with coaches and players, and building elements that will benefit the media covering the game.

#### **Objectives**

- To demonstrate proficiency in the media relations skills we worked on this semester.
- To develop a game notes package that provides media materials for a single sports event.
- Create journalistic-quality multimedia files, including audio, video and photos to provide team coverage.



# Additional information

## Extra Credit

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

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

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

## Syllabus

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

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

## Lunch Anyone?

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

## Resources

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

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

## Attendance and Make-Up Policy

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

circumstance. If you miss class, you will not be able to make up any in-class work or extra credit opportunities.

## **Faculty feedback and response time**

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### **Grading and feedback**

For large weekly assignments, you can generally expect feedback within **3 days**.

### **Slack**

This course uses an app called Slack to communicate inside and outside of class and it will, for all intents and purposes, replace class email. Slack is fundamentally an instant messaging and collaboration system in which “channels” are used to separate communities and discussions. We can also have private, one-on-one conversations through Slack by sending a direct message. I will respond to comments on Slack consistently between the hours of 9 a.m. and 8 p.m. weekdays, except while I am in class. All students have all been invited to the class Slack and are encouraged to sign-up and accept ASAP. I am also happy to meet with you by appointment, or for coffee or lunch. Please reach out so I can get to know you and your class needs better!

## **Attendance**

### **Student participation requirements**

We have a lot of material to learn in a short period of time. It is important that you attend all of our class sessions. All of the material is available on Carmen at the beginning of the semester. Readings and videos must be consumed before our live class session so we can work on active learning experiences. Since we meet just twice a week, missing more than two classes in the semester without documentation will result in the final grade being dropped a letter grade.

## **Student Academic Services**

Arts and Sciences Advising and Academic Services’ website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

## **Student Services**

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

## **Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Managing Stress

College can be a stressful time, and I am always here to help you—in this class and beyond. If, however, you feel you need more support, I encourage you to reach out to the Student Advocacy Center at 292.1111. They will always work with professors on your behalf.

## Safe and Healthy

Keeping students healthy and preventing the spread of illness is important to The Ohio State University—and to me. Students are encouraged to stay home if they are sick and may be asked to leave class if they are coughing/sneezing. Students who are sick and cannot attend class must contact me *BEFORE* class to receive any class materials and turn in assignments via the drop box or e-mail. If you do not notify me, your assignment will not be accepted.

## Diversity

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

## Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

## Academic integrity policy

### Policies for this course

**Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **AP** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

**Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

## Accessibility accommodations for students with disabilities

### Requesting accommodations

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

Week	Details
<p>Module 1 Week 1: What is Sports Media Relations (Jan. 10 &amp; 12)</p>	<p><b>Learning outcomes for this week</b></p> <p>Today, our activities, content, and assignments will help you to be able to do the following. We will hold a press conference where you will:</p> <ul style="list-style-type: none"> <li>▪ Meet the class and your classmates</li> <li>▪ Understand the goals, opportunities and responsibilities in this class.</li> <li>▪ Understand the role of sports media relations.</li> <li>▪ Differentiate between sports media relations and public relations.</li> </ul> <p><b>Course roadmap</b></p> <p><i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Please review:</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Our syllabus</a></li> </ul> </li> <li>▪ <b>Assessment (by 11:59 p.m.)</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Syllabus and course quiz</a></li> </ul> </li> <li>▪ <i>Here's everything you need to do IN class TUESDAY.</i> <ul style="list-style-type: none"> <li>▪ Conduct a press conference with Nicole to learn our class opportunities and policies</li> <li>▪ <a href="#">In-Class Activity: Syllabus Press Conference Story</a></li> </ul> </li> <li>▪ <b>Do <a href="#">Week 1 course readings</a> (By Thursday at 3:55 p.m.)</b> <ul style="list-style-type: none"> <li>▪ Media Relations in Sport: Introduction to Media Relations in Sports (20 pages)</li> <li>▪ Getting started and building contacts (19 pages)</li> <li>▪ How to do Sports PR with examples (11 pages)</li> <li>▪ Visit <a href="#">Ohio State Buckeyes</a></li> </ul> </li> <li>▪ <b>Watch course video (by Thursday at 3:55 p.m.)</b> <ul style="list-style-type: none"> <li>▪ <a href="#">VIDEO/Audio: What is Sports Media Relations</a></li> </ul> </li> </ul> <p><i>Here's everything you need to do IN class THURSDAY.</i></p> <ul style="list-style-type: none"> <li>▪ Discuss what is media relations in sports</li> <li>▪ <a href="#">Comm 3414 -- Pick your team</a></li> <li>▪ <a href="#">In-class activity: Ice-Breaker Press Release</a></li> </ul>
<p>Module 1 Week 2 Sports Media Skills and Jobs (Jan. 17 &amp; 19)</p>	<p><b>Learning outcomes for this session</b></p> <p>Today, our activities, content, and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> <li>▪ Understand what skills are needed for a career in sports media relations.</li> <li>▪ Identify differences between media relations and brand journalism.</li> <li>▪ Understand AP style and grammar skills needed for communication careers.</li> <li>▪ Be familiar with a key communication theory: agenda-setting,</li> </ul> <p><b>Course roadmap</b></p> <p><i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b><a href="#">Do Week 2 course readings</a></b> <ul style="list-style-type: none"> <li>▪ Media Relations in Sports: The Print Media (20 pages)</li> <li>▪ Reading, writing and speaking--and not just English (20 pages)</li> </ul> </li> <li>▪ <b><a href="#">Watch Week 2 course videos</a></b> <ul style="list-style-type: none"> <li>▪ UWSP Sports Information</li> <li>▪ Day in my work life</li> <li>▪ Social Identity Theory</li> </ul> </li> </ul> <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and Application (Tuesday)</b> <ul style="list-style-type: none"> <li>▪ Meeting sports media professionals Glenn Odebralski, Manager of Communications, Columbus Blue Jackets and Emilia Frizzi of Ohio State Athletics communication</li> </ul> </li> <li>▪ <b>Practice and Application (Tuesday)</b> <ul style="list-style-type: none"> <li>▪ Understand the identity of your team</li> <li>▪ Create team analysis presentations in class</li> </ul> </li> <li>▪ <b>Resource</b> <ul style="list-style-type: none"> <li>▪ <a href="#">TeamWorks Online (careers in sports)</a></li> </ul> </li> </ul>

<p><b>Module 1</b> <b>Week 3</b> <b>Working with Coaches and Players</b> <b>(Jan. 24 &amp; 26)</b></p>	<p><b>Learning outcomes for this session</b> Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Understand how media relations professionals navigate between coaches, players and the media.</li> <li>2. The challenges and opportunities in the relationship.</li> <li>3. How we can maintain high professional standards in this environment</li> </ol> <p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b><u>Do Week 3 course readings</u></b> <ul style="list-style-type: none"> <li>▪ Media Relations in Sports: Sports Information Specialists (pp. 111-132)</li> <li>▪ Now Pitching: No mediums should be rare when selling sizzle or steak (1-37)</li> <li>▪ Inside the Life of PR Staffers (1 page)</li> <li>▪ College head coaches are blowing media opportunities (1 page)</li> </ul> </li> <li>▪ <b><u>Watch Week 3 course videos</u></b> <ul style="list-style-type: none"> <li>▪ Pro hockey media relations</li> <li>▪ Top 10 most ridiculous press conferences</li> <li>▪ "Bull Durham" cliches</li> <li>▪ Funny football coach interviews</li> </ul> </li> </ul> <p><i>Here's everything you need to do IN the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and Application (Tuesday)</b> <ul style="list-style-type: none"> <li>▪ Visit with SIDs and the coaches with whom they work (at Jennings Wrestling Facility)</li> </ul> </li> <li>▪ <b>Practice and Application (Thursday)</b> <ul style="list-style-type: none"> <li>▪ Visit Wexner Center for Arts for movie</li> </ul> </li> <li>▪ <b>Discussion and Reflection (Thursday post, Sunday response)</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Discussion: Let's discuss Module 1 materials</a></li> </ul> </li> <li>▪ <b>MODULE ASSESSMENT 1:</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Team Analysis and Presentation</a></li> </ul> </li> </ul>
<p><b>Module 2</b> <b>Week 4</b> <b>Working with media</b> <b>(Jan. 31 and Feb. 2)</b></p>	<p><b>Learning outcomes for this session</b> Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Understand the communication tools that help facilitate sports coverage.</li> <li>2. Design, execute and disseminate media materials.</li> </ol> <p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b><u>Do Week 4 course readings</u></b> <ul style="list-style-type: none"> <li>▪ How to write a press release for sporting events (2 pages)</li> <li>▪ Sports publicity: A practical approach--The Press Conference (20 pages)</li> <li>▪ Sports writers could ditch the clown questions and do better when it comes to press conferences (1 page)</li> </ul> </li> <li>▪ <b><u>Watch course videos (press conferences)</u></b> <ul style="list-style-type: none"> <li>▪ Review this article and watch videos: <a href="#">Memorable Press Conference Moments</a></li> <li>▪ Ryan Day Press Conference after 2021 Michigan Loss (24 minutes)</li> </ul> </li> </ul> <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and Application (Tuesday)</b> <ul style="list-style-type: none"> <li>▪ Explore use of social media and releases to send out info</li> </ul> </li> <li>▪ <b>Practice and Application (Thursday)</b> <ul style="list-style-type: none"> <li>▪ Running pressers and media events</li> <li>▪ Visit to Woody Hayes Athletic Center to meet with Jerry Emig</li> </ul> </li> </ul>
<p><b>Module 2</b> <b>Week 5</b> <b>Game Notes</b> <b>(Feb. 7 &amp; 9)</b></p>	<p><b>Learning outcomes for this session</b> Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Identify what makes a strong game notes package.</li> <li>2. Learn skills to create game notes for your selected team.</li> </ol> <p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Please review:</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Game Notes: Columbus Blue Jackets</a></li> <li>▪ <a href="#">Game Notes: Villanova basketball</a></li> <li>▪ <a href="#">Game Notes: Ohio State Men's Hockey</a></li> <li>▪ <a href="#">Game Notes: Ohio State Women's Hockey</a></li> <li>▪ <a href="#">Game Notes: Ohio State FB</a></li> <li>▪ <a href="#">Game Notes: Indiana FB</a></li> <li>▪ <a href="#">Game Notes: Cleveland Cavaliers</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ <a href="#">Game Notes: Washington Wild Things</a></li> <li>▪ <a href="#">Post Game: Philadelphia Eagles</a></li> <li>▪ <b>Do Week 5 course readings</b> <ul style="list-style-type: none"> <li>▪ Media Relations in Sports: Developing Writing Skills (pp. 143-166)</li> <li>▪ Media Relations in Sports: Publicity Campaigns (pp. 215-227)</li> </ul> </li> </ul> <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and application (Tuesday)</b> <ul style="list-style-type: none"> <li>▪ Researching and writing game notes with Mike Basford</li> <li>▪ <a href="#">ASSIGNMENT: What makes good game notes? (due Sunday)</a></li> </ul> </li> <li>▪ <b>Practice and application (Thursday)</b> <ul style="list-style-type: none"> <li>▪ Creating game notes</li> <li>▪ <a href="#">ALERT: MODULE ASSESSMENT 3: Creating Games Notes</a></li> </ul> </li> <li>▪ <b>MODULE ASSESSMENT:</b> <ul style="list-style-type: none"> <li>▪ <a href="#">CREATING PRESS RELEASE</a></li> </ul> </li> </ul>
<p>Module 3 Week 6 Writing to be read (Feb. 14 &amp; 16)</p>	<p><b>Learning outcomes for this session</b> Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Identify stories that bring players to life and promote the team.</li> <li>2. Write narratives to be included on team websites of players on in-season teams.</li> </ol> <p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Do course reading</b> <ul style="list-style-type: none"> <li>▪ Chapters in "Writing Fabulous Features" <ul style="list-style-type: none"> <li>▪ Uncovering the Magic of Features</li> <li>▪ Interviewing</li> <li>▪ Writing to be read</li> </ul> </li> </ul> </li> </ul> <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and application (Tuesday)</b> <ul style="list-style-type: none"> <li>▪ Teaching players to do interviewing in Media Relations</li> </ul> </li> <li>▪ <b>Practice and application (Thursday)</b> <ul style="list-style-type: none"> <li>▪ Finding and writing short features</li> <li>▪ <a href="#">Put your feature idea in this Google Sheet</a></li> <li>▪ <a href="#">Select your game to cover</a></li> </ul> </li> </ul>
<p>Module 3 Week 7 Pre- and Post-Game Coverage (Feb. 21 &amp; 23)</p>	<p><b>Learning outcomes for this session</b> Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Understand and execute the writing of game stories from the team perspective.</li> <li>2. Incorporate journalistic skills and media relations duties.</li> <li>3. Demonstrate good writing skills free of grammar issues, typos, jargon.</li> </ol> <p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Please review these team game stories:</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Ohio State falls in Top 25 Battle with Indiana</a></li> <li>▪ <a href="#">No. 17 Buckeyes Down No. 3 Wolverines. 6-1</a></li> </ul> </li> <li>▪ <b>Do Week 7 course readings</b> <ul style="list-style-type: none"> <li>▪ Breaking down game elements to create a compelling recap</li> <li>▪ Sportswriter Resources: Writing the Short Game Story</li> <li>▪ Some pointers for writing game stories</li> </ul> </li> <li>▪ <b>Readings with Video (before class Tuesday)</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Bring your 'A-Game: Avoid using cliches in sports writing</a></li> </ul> </li> </ul> <p><i>Here's everything you need to do IN the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and Application (Tuesday)</b> <ul style="list-style-type: none"> <li>▪ Writing short gamers</li> </ul> </li> <li>▪ <b>Practice and Application (Thursday)</b> <ul style="list-style-type: none"> <li>▪ Working on your gamers</li> </ul> </li> </ul> <p><i>Here's everything you need to do AFTER the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Dialogue &amp; Reflection</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Discussion: Let's discuss Module 3 materials</a></li> </ul> </li> <li>▪ <b>MODULE ASSESSMENT 3</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Creating Games Notes</a></li> </ul> </li> </ul>

<p><b>Module 4</b> <b>Week 8</b> <b>Doing Design</b> <b>(Feb. 28 &amp;</b> <b>March 2)</b></p>	<p><b>Learning outcomes for this session</b> Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Recognize the key design elements in use in athletic teams/programs.</li> <li>2. Engage in design using templates.</li> </ol> <p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Do course reading</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Get to know Photoshop</a></li> </ul> </li> <li>▪ <b>Watch course video</b> <ul style="list-style-type: none"> <li>▪ <a href="#">VIDEO: Creating with Photoshop</a></li> </ul> </li> </ul> <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and application (Tuesday)</b> <ul style="list-style-type: none"> <li>▪ Understanding Design Templates</li> </ul> </li> <li>▪ <b>Practice and application (Thursday)</b> <ul style="list-style-type: none"> <li>▪ Practicing with PhotoShop to create a template</li> </ul> </li> </ul>
<p><b>Module 4</b> <b>Week 9</b> <b>Developing</b> <b>social media</b> <b>(March 7 &amp; 9)</b></p>	<p><b>Learning outcomes for this session</b> Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Explore how social media drives fan/team interaction and information dissemination.</li> <li>2. Determine the best approach to social--to snark or not to snark?</li> <li>3. Determine what social teams need and how to approach it.</li> </ol> <p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Please review:</b></li> <li>▪ <a href="#">Do Week 9 course readings</a> <ul style="list-style-type: none"> <li>▪ Media Relations in Sport: Social Media, Twitter, and Technology</li> <li>▪ How to Use Social Media in Sports to Keep Fans Engaged   Sprout Social</li> <li>▪ Athletes and Personal Branding: the Power of Social Media</li> </ul> </li> <li>▪ <a href="#">Watch Week 9 course videos</a> <ul style="list-style-type: none"> <li>▪ The Role of Social Media in Sports</li> <li>▪ Vince Carter addresses the negative effects of social media</li> <li>▪ Social media marketing strategies</li> </ul> </li> </ul> <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and application (Tuesday)</b> <ul style="list-style-type: none"> <li>▪ Talking social strategy with the Blue Jackets and Ohio State Athletics</li> </ul> </li> <li>▪ <b>Practice and application (Thursday)</b> <ul style="list-style-type: none"> <li>▪ Photo fun in social media</li> </ul> </li> <li>▪ <b>Discussion &amp; Reflection</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Discussion: Let's discuss Module 4 Materials</a></li> </ul> </li> <li>▪ <b>Module Assessment 4:</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Gamer and Mini Feature</a></li> </ul> </li> </ul>
<p>Week 10 (March 14-16)</p>	<p><b>NO CLASSES</b> <b>SPRING BREAK</b></p>
<p><b>Module 5</b> <b>Week 11</b> <b>Creating</b> <b>multimedia for</b> <b>sports comm</b> <b>(March 21 &amp; 23)</b></p>	<p><b>Learning outcomes for this session</b> Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> <li>1. To understand how personal branding is elemental to media relations.</li> <li>2. To conceptualize player/team branding.</li> <li>3. To recognize skills and tools needed for execution of branding.</li> </ol> <p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Please review:</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Get started with InDesign</a></li> </ul> </li> <li>▪ <b>Do course reading</b> <ul style="list-style-type: none"> <li>▪ A sport communicator's guide to making videos on a budget</li> <li>▪ Sports Team Videos - How and Why to Create Your Own</li> <li>▪ Athletes and Personal Branding: the Power of Social Media</li> <li>▪ NCAA Student-Athletes Using NIL and Personal-Branding to Their Advantage</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>▪ <a href="#">Watch course video</a> <ul style="list-style-type: none"> <li>▪ Sports Media Relations TikTok examples</li> <li>▪ How to shoot a sports hype video (11:36)</li> <li>▪ 4 things you should know as a sports videographer (9:15)</li> <li>▪ Navigating student-athlete NIL branding (2:37)</li> </ul> </li> </ul> <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and application (Tuesday)</b> <ul style="list-style-type: none"> <li>▪ Doing sports videography on social</li> </ul> </li> <li>▪ <b>Practice and application (Thursday)</b> <ul style="list-style-type: none"> <li>▪ Player personal branding</li> </ul> </li> </ul>
<p><b>Module 5</b>  <b>Week 12</b>  <b>Stats and</b>  <b>scorekeeping</b>  <b>(March 28 &amp; 30)</b></p>	<p><b>Learning outcomes for this session</b>  Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Understand how scorekeeping works across sports.</li> <li>2. Determine how to keep score and use data to help augment media relations skills.</li> </ol> <p><b>Course roadmap</b>  <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Watch course videos</a> <ul style="list-style-type: none"> <li>▪ Scorekeeping baseball</li> <li>▪ Scorekeeping basketball</li> <li>▪ Scorekeeping volleyball</li> <li>▪ Scorekeeping hockey</li> </ul> </li> </ul> <p><i>Here's everything you need to do IN class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and application (Tuesday)</b> <ul style="list-style-type: none"> <li>▪ Understanding Stats and scorekeeping</li> </ul> </li> <li>▪ <b>Practice and application (Thursday)</b> <ul style="list-style-type: none"> <li>▪ Practicing scorekeeping</li> </ul> </li> <li>▪ <b>Discussion &amp; Reflection</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Discussion: Let's discuss Module 3 materials</a></li> </ul> </li> <li>▪ <b>Module Assessment</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Major Assignment No. 3: Designing Graphics</a></li> </ul> </li> </ul>
<p><b>Module 6</b>  <b>Week 13</b>  <b>Crisis</b>  <b>Communication</b>  <b>(April 4 &amp; 6)</b></p>	<p><b>Learning outcomes for this session</b>  Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> <li>1. To identify what makes a crisis.</li> <li>2. How to prepare responses for a crisis.</li> <li>3. How communication can work to temper or inflame a crisis.</li> </ol> <p><b>Course roadmap</b>  <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Please review:</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Ohio State suspends football coach Urban Meyer three games: 'I want to apologize'</a></li> <li>▪ <a href="#">HOCKEY: Girl, 13, Dies After Being Hit by Puck</a></li> </ul> </li> <li>▪ <b>Do course reading</b> <ul style="list-style-type: none"> <li>▪ Media Relations in Sports: Crisis Management</li> </ul> </li> <li>▪ <b>Watch course video</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Hud Englehart on Crisis Communication</a></li> </ul> </li> </ul> <p><i>Here's everything you need to do after class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and application (Tuesday)</b> <ul style="list-style-type: none"> <li>▪ Handling a crisis</li> </ul> </li> <li>▪ <b>Practice and application (Thursday)</b> <ul style="list-style-type: none"> <li>▪ Practicing crisis comm</li> <li>▪ <a href="#">ASSIGNMENT: Crisis Communication</a></li> </ul> </li> </ul>
<p><b>Module 6</b>  <b>Week 14</b>  <b>Compliance and</b>  <b>Ethics</b>  <b>(April 11 &amp; 13)</b></p>	<p><b>Learning outcomes for this session</b>  Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Understand how compliance impacts collegiate media relations.</li> <li>2. Recognize the opportunities and challenges with name, image and likeness.</li> </ol> <p><b>Course roadmap</b>  <i>Here's everything you need to do and remember BEFORE the class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Do course reading</b> <ul style="list-style-type: none"> <li>▪ Media Relations in Sports: Ethics, Law, and Regulations</li> <li>▪ STUDENT-ATHLETE NAME, IMAGE, LIKENESS GUIDELINES</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ <a href="#">Watch course videos</a> <ul style="list-style-type: none"> <li>▪ The exploitation of college athletes</li> </ul> </li> </ul> <p><i>Here's everything you need to do after class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and application (Tuesday)</b> <ul style="list-style-type: none"> <li>▪ Understanding compliance and Title IX</li> </ul> </li> <li>▪ <b>Practice and application (Thursday)</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Final Project Work</a></li> </ul> </li> <li>▪ <b>Dialogue and reflection (Thursday)</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Discussion: What have we learned?</a></li> </ul> </li> </ul>
<p><b>Module 6</b>  <b>Week 15</b>  <b>Putting it</b>  <b>Together</b>  <b>(April 18 &amp; 20)</b></p>	<p><b>Learning outcomes for this session</b>  Today, our activities, content, and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> <li>1. Complete game notes package for submission.</li> </ol> <p><b>Course roadmap</b>  <i>Here's everything you need to do during and after class.</i></p> <ul style="list-style-type: none"> <li>▪ <b>Practice and application (Tuesday)</b> <ul style="list-style-type: none"> <li>▪ Game Notes Package Creation</li> </ul> </li> <li>▪ <b>Practice and application</b> <ul style="list-style-type: none"> <li>▪ Share your Game Notes Package</li> </ul> </li> <li>▪ <b>Semester Assessment</b> <ul style="list-style-type: none"> <li>▪ <a href="#">Final Game Notes Package</a></li> </ul> </li> </ul>