



SYLLABUS: COMM 3403

Sports Journalism

Autumn 2023

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

281 Journalism Building

Class Twitter hashtag: #osusportsjournalism

Slack Signup: https://go.osu.edu/kraftcommslack_au23

Instructor

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

Email address: kraft.42@osu.edu

Phone number: 614-407-6612

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

Office Hours:

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

In person: 3045E Derby Hall

By appointment on Zoom: https://go.osu.edu/kraftcommoffice_zoom_au23

Teaching Assistant: Lauryn Luderman

Phone: 419-439-8374

Email: luderman.4@buckeyemail.osu.edu

Office Hours:

By appointment

Course overview

It's easy to be a sports fan, but far more challenging is chronicling the world of sports using the journalism skills on which consumers have come to count on. This class is designed to teach skills needed for sports journalism career opportunities, from game coverage and feature reporting, to broadcaster, podcaster and social media contributor.

We will explore sports media as a career, utilizing journalism skills like interviewing, reporting, blogging, video production, audio and video recording, covering press conferences and statistics. We also focus on issues related to sports coverage, including race and gender, hero worship and the ethics of what sports journalists do and why they do it.

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

Students will leave this class with the writing, editing and production skills required to cover sports at every level—from high school to professional—with projects that showcase game coverage, feature writing and audio and visual production. This is not a class where you can be passive and do well—your engagement and participation are a key part of your success in the course.

Learning outcomes

By the end of the semester, journalists will have the ability to:

- Explain the practice and theories of sports journalism and apply the practice.
- Understand the skills of sports journalism.
- Understand the evolution of sports careers and what opportunities exist.
- Create different types of sports stories in different media.
- Develop skills that relate to sports journalism jobs, from writing and broadcasting to statistics.
- Understand and follow proper sports reporting ethics.

Skill Development

- Agenda framing
- Media training
- Game coverage
- Feature writing
- Social media
- Podcasting
- Television and radio broadcasting (color and play-by-play)
- Sideline reporting
- Associated Press style

Mode of Delivery

This in-person course will meet every Wednesday and Friday from 12:45-2:05 p.m. in 281 Journalism, although we will have a multitude of field trips.

How this course works

This class follows what is known as the “flipped, active learning model.” That means students develop a knowledge foundation through readings and videos before class. Class time (in person and via Zoom) is then dedicated to engaging with the material through a variety of activities and assessments to determine and build comprehension.

We do not have lectures like conventional classes. With this active learning model, students establish the foundation as part of that home pre-work, and then we build the structure of learning together, allowing us to see and correct weaknesses in the foundation and the structure. That means you must do the readings and watch videos BEFORE you join us for our class sessions. Here is a good schedule to follow:

1. **Monday** and **Tuesday**, do readings and watch videos.
2. Take assessment BEFORE class on **Wednesday**.
3. Come to class **Wednesday** ready to put into play the ideas you learned in readings and videos, including in-class activities and assignments.
4. Discussions are due **Thursday** by 11:59 p.m. Responses are due **Sunday** at 11:59 p.m.
5. Major assignments are due **Sunday** at 11:59 p.m.

The quality and quantity of in-class learning means that student attendance and participation are crucial to your success. Being organized is key.

Course materials

Required books:

- Gisondi, J. (2018). *Field guide to covering sports*. CQ Press, an imprint of SAGE Publications, Inc. ISBN: 978-1506315683. Cost: FREE
- Stofer, K.T., Schaffer, J.R., & Rosenthal, B.A. (2017). *Sports Journalist: An Introduction to Reporting and Writing*. New York, N.Y.: Rowman & Littlefield Publishers. ISBN: 978-0742561748. Cost: FREE
- Kraft, N. (2019). *Writing Fabulous Features*. Columbus, Ohio. Ohio State Press Books <https://ohiostate.pressbooks.pub/writingfabulousfeatures/> Cost: FREE

Recommended reading

- Kraft, N. (2019). *Always Get The Name Of The Dog: A guide to media interviewing*. Philadelphia, PA: CRC Press. Purchase here: https://www.amazon.com/Always-Get-Name-Nicole-Kraft-dp-0815370733/dp/0815370733/ref=mt_other?_encoding=UTF8&me=&qid= \$34.67

Course technology

For help with your password, university email, Carmen or any other technology issues, questions or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not set up a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
 - [Carmen accessibility](#)
- **Slack:** [Sign up here](#)
 - This online message and workspace will be utilized for all class communication and some sharing of files.
 - Help guides can be found here: <https://slack.com/help/articles/360059928654-How-to-use-Slack--your-quick-start-guide>
 - Here is a link to Slack's privacy policy, which explains how Slack collects, uses and discloses information, and what choices you have with respect to the information: <https://slack.com/privacy-policy>.
- **Hypothesis**
 - Hypothesis is a social annotation tool that is fully integrated with Canvas. Using Hypothesis, I made PDFs and websites annotatable. You can annotate course readings collaboratively, sharing comments and replying to peer's comments. All you need to do to access the readings via Hypothesis is to click on the links in each module under "READINGS".
 - Successful strategies for using Hypothesis include:
 - Ask each other questions, share ideas, and collaborate around learning.
 - Annotate the syllabus.

- All readings are annotation-enabled creating an optional space for you to connect with each other.
- **Turnitin:**
 - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

Baseline technical skills necessary for courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

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

Necessary software

- OSU students have access to Microsoft Office products **free of charge**. To install, please visit https://osuism.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.
- Adobe Creative Suite (free for students)

Making Deadlines

All assignments are due either at the beginning or end of class on the date listed on the syllabus. In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded. Assignments will be submitted to Canvas (I'll make sure you know how!). This course, like journalism as a whole, relies heavily on access to computers, specific software and the Internet.

Computer: Friend or Foe?

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

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

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

Grading and faculty response

Grades

Assignment	Points and Percent
Assessments (Attendance, syllabus quiz)	110 /11%
Discussions (7 @ 30-40 points each)	250/25%
Activities for Points	140/14%
Game Story	100/10%
Feature article	100/10%
Big Ten Student U (Shifts + discussion posts 2 @ 50 points each)	100/10%
Final Project	200/ 20%
Total	1000 /100%

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

Grading Philosophy

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

Assignment guide

Assessments (110 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. Everyone starts class with 100 points for class participation. Please review the assignment to see how those points may shift and change.

Assessments (110 points)

- Class Points: Attendance and Participation
MODULE 4: SEEING, HEARING AND REPORTING Module | Due Dec 6 at 11:59pm | 100 pts
- Assessment: Syllabus and Course Policies
MODULE 1: SPORTSWRITING 101 Module | Available until Aug 30 at 12:45pm | Due Aug 25 at 12:45pm | 10 pts

Activities for Points (140 points)

Four times this semester you will have activities intended to build your skills and develop a greater level of familiarity and engagement with our techniques. These activities will include practicing skills we learn through our class materials and lectures, including interviews, writing and social media and building assets for your final project.

Activities for Points (140 points)

- Class Activity: Game Coverage
Multiple Modules | Due Sep 13 at 11:59pm | 50 pts
- Class Activity: Statistical Breakdown
MODULE 3: DIGITAL JOURNALISM Module | Available until Oct 25 at 12:45pm | Due Oct 25 at 12:45pm | 30 pts
- Class Activity: Analyzing Social Feeds
MODULE 3: DIGITAL JOURNALISM Module | Due Nov 5 at 11:59pm | 30 pts
- Class Activity: Preparing for an Interview
MODULE 2: TIME TO TALK Module | Not available until Sep 27 at 12:45pm | Due Sep 28 at 11:59pm | 30 pts

Discussion Posts (250 points)

Seven times this semester students will be asked to talk about your class modules, projects as part of our discussions around story ideas and skill work. You will be asked to write a discussion post on the topic and then respond to classmates.

Discussions (250 points)

- Discussion: What game will you cover?
MODULE 1: SPORTSWRITING 101 Module | Available until Sep 3 at 11:59pm | Due Aug 31 at 11:59pm | 30 pts
- Discussion: Finding Your Final Project
MODULE 1: SPORTSWRITING 101 Module | Available until Sep 10 at 11:59pm | Due Sep 7 at 11:59pm | 30 pts
- Discussion: Let's discuss Module 1 materials
MODULE 1: SPORTSWRITING 101 Module | Available until Sep 17 at 11:59pm | Due Sep 14 at 11:59pm | 40 pts
- Discussion: Hunting for FEATURE Story Ideas
MODULE 2: TIME TO TALK Module | Due Sep 28 at 11:59pm | 30 pts
- Discussion: Let's discuss Module 2 materials
MODULE 2: TIME TO TALK Module | Available until Oct 11 at 11:59pm | Due Oct 11 at 11:59pm | 40 pts
- Discussion: Let's discuss Module 3 materials
MODULE 3: DIGITAL JOURNALISM Module | Available until Nov 12 at 11:59pm | Due Nov 9 at 11:59pm | 40 pts
- Discussion: What have we learned?
MODULE 4: SEEING, HEARING AND REPORTING Module | Available until Dec 6 at 11:59pm | Due Dec 6 at 11:59pm | 40 pts

MAJOR ASSIGNMENTS (500 points)

EXPLAINED BELOW

Major Assignment (500 points)

- Major Assignment No. 1: Game Story
Multiple Modules | Available until Sep 17 at 11:59pm | Due Sep 17 at 11:59pm | 100 pts
- Major Assignment No. 2: Feature Article
Multiple Modules | Available until Oct 24 at 11:59pm | Due Oct 22 at 11:59pm | 100 pts
- Major Assignment No. 3: Big Ten+/SGSR
Multiple Modules | Available until Nov 12 at 11:59pm | Due Nov 12 at 11:59pm
- Discussion for Major Assignment: BTN+/SGSR No. 1
Available until Nov 12 at 11:59pm | Due Nov 12 at 11:59pm | 50 pts
- Discussion for Major Assignment: BTN+/SGSR No. 2
Available until Nov 12 at 11:59pm | Due Nov 12 at 11:59pm | 50 pts
- Major Assignment No. 4: Final Project
Multiple Modules | Available until Dec 6 at 2:05pm | Due Dec 6 at 2:05pm | 200 pts

Game Story
(individual/team project)
100 points

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

Feature Article
(individual project)
100 points

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

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

Big Ten+ /SGSR
(team project)
100 points

This assignment will allow you to develop experience working in the professional broadcast world as a producer and camera operator on Big Ten+ or a broadcast assistant on Scarlet and Grey Sports Radio. You will join the staffs for at least two Ohio State athletic events over the course of the semester and learn the skills needed for your final project.

Reporting Package (team project)
200 points

You have been working all semester to identify and build a reporting relationship with an Ohio State student-athlete, in any sport except football or men's basketball. In teams of four, you will now put it all together into one package to create a singular presentation that includes:

- **A 600- to 700-word game feature with photo and post-game video analysis.**
- **A 600- to 700-word feature article to be submitted to The Lantern with photo.**
- **Photos and video interview/standup**
- **Complete package to be submitted to The Lantern.**

1. Men's Soccer
2. Women's Soccer
3. Women’s basketball
4. Men’s basketball
5. Football
6. Women's Volleyball
7. Synchronized Swimming
8. Men’s and Women’s Gymnastics
9. Field Hockey
10. Fencing
11. Rowing
12. Pistol/Rifle

All assignments are explained fully inside the weekly Carmen modules.

Additional information

Chat GPT

Can you use Chat GPT? The answer is, “It depends.” We have structured ways that we encourage the use of ChatGPT to maximize your writing and learning, and these assignments will be clear and evident in class.

Students are allowed to use ChatGPT and other language models for certain aspects of this course. This policy outlines the guidelines and expectations for using ChatGPT.

Purpose of Using ChatGPT:

ChatGPT is designed to provide assistance in generating human-like text responses based on given prompts. In this course, you may use ChatGPT to brainstorm, generate ideas, improve your writing, or explore complex concepts. However, it is essential to remember that ChatGPT should complement your efforts, not replace critical thinking and the core learning process.

You are permitted to use ChatGPT in the following ways:

- **Brainstorming:** Use ChatGPT to generate ideas, concepts, or potential solutions to specific problems or assignments.
- **Writing Assistance:** Leverage ChatGPT to enhance your OWN writing, receive suggestions on sentence structure, grammar, and style and refine your written work.
- **Concept Exploration:** Use ChatGPT to gain insights into challenging topics, explore different perspectives and deepen your understanding of course materials.

Responsible Use and Academic Integrity:

While ChatGPT can be an invaluable resource, it is crucial to uphold academic integrity and responsible use. **Plagiarism and cheating are strictly prohibited and will result in a report to COAM.** When using ChatGPT, you must always provide appropriate attribution if you incorporate any generated content into your assignments or projects.

Limitations of ChatGPT

Keep in mind that ChatGPT is a machine-learning model and has its limitations. It may not always produce accurate or reliable information. As such, you must critically evaluate the responses generated by ChatGPT and verify the information from reliable sources before incorporating it into your work.

Support and Guidance

If you are unsure about the appropriate use of ChatGPT or have any questions related to its implementation, please ASK before you use and submit!

Experimentation and Feedback

This course encourages experimentation and learning through hands-on experiences. You are encouraged to explore the capabilities of ChatGPT, share your experiences with the class and provide constructive feedback on how it enhances or impacts your learning process.

Extra Credit

Everyone will have the opportunity throughout the semester to attend virtual events and meetings for Scarlet and Gray Sports Radio, Society of Professional Journalists and the Sports and Society Initiative for extra credit, up to 20 points. All extra credit will be reported in Carmen. The deadline for completion and reporting to me all of the extra credit is the last

Wednesday of classes.

Dress Code

This class is a quasi-professional environment that will involve you meeting with people from all walks of life. Dressing the part will be key to your professionalism. To that end, please wear clothing that would allow you to feel comfortable meeting any guest. That means, for our class purposes, no:

- Pajamas
- Slippers
- crop tops
- Sweats
- Excessively ripped clothes

When we cover specific events, I will recommend business casual attire and absolutely NO sports logos during coverage!

Syllabus

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

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

Resources

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

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

Attendance and Make-Up Policy

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

Gentle Reminders

At the end of every week Nicole will send via Slack a “Gentle Reminder” to look ahead at assignments and goals coming in the next week. Reading your Gentle Reminder is extremely helpful for staying on track.

What’s in a Name?

Communicating clearly with each other is important. Please help me by letting me know how to pronounce your name, or what different name you use. Please also let me know if you have a preferred pronoun.

My name is Nicole, and I welcome you to call me that. Let’s avoid using the interjection “hey” in messaging, as some of your faculty will likely find it a bit unprofessional.

There has been, since the Wall Street Journal column on Dr. Jill Biden, much discussion about the use of titles.

You can always be safe calling me your faculty professor, as in “I am Prof. Kraft.” The term Doctor (Dr.) is for professors who have a Ph.D. Ed.D. (or the equivalent). So, if you would prefer to address me with a title, it would be Dr. Kraft, since I have an Ed.D.

Mr., Mrs. and Ms. are often not used in college, although they were likely expected of you in high K-12.

Faculty feedback and response time

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

Grading and feedback

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

Slack: [Sign Up Here ASAP](#)

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

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.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Tone and civility: Let's maintain a supportive learning community where everyone feels safe

and where people can disagree amicably. Remember that sarcasm doesn't always come across online and is not always appreciated in person. Nicole and Jacob both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your class communications.

Optimal Learning Experience

Previous courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this course:

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

Student Academic Services

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

Student Services

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

Religious accommodations

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

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

Canceling Class

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

Copyright Disclaimer

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

Managing Stress

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

Student Health

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

Student illness or absence

In the event you must quarantine because of exposure to someone diagnosed with COVID-19 OR you are feeling ill with COVID-19 symptoms, you still will be able to make progress in this class. Please contact your instructor right away, as some accommodations may require extra setup or planning. The quarantine plan for this course is to join remotely via Zoom. This requires a minimum of on-hour advance notice for device and room setup. We will also record the class session and post the recording on Carmen.

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able prior to the next class meeting. All materials will be made available on Carmen. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the *instructor* is quarantined or is experiencing respiratory symptoms but is well enough to teach, the in-person sessions will be moved online to Zoom. You will be notified via email no later than one hour before class.

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Campus closure

Should The Ohio State University-Columbus Campus move to full online instruction due to closure, please wait for your instructor to message directions on Slack for the next session. Our in-person classes will be moved to Zoom and links to the meetings will be provided.

Diversity

The School of Communication at The Ohio State University embraces and maintains an

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

Title IX

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

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 or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Academic integrity policy

Policies for this course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **AP** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Plagiarism (stealing work from others, including scraping from websites) and fabrication (making things up) are EXTREMELY serious academic misconduct issues.** If you have any questions if something is allowable, ask before you do it to avoid visiting COAM (see below).
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish

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

Accessibility accommodations for students with disabilities:

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

Other related resources

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

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

Course Schedule

(subject to change)

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

Week	Engagements
<p>Module 1 Week 1 (Aug. 23 & 25)</p> <p>Welcome to #osusportsjournalism</p>	<p>Learning outcomes for this session Today, our activities, content and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none">1. Identify what sports journalism is and how your skill development in this class will help you find a career in it.2. Outline the course expectations and assignments. <p>Course roadmap</p> <ul style="list-style-type: none">▪ Review these resources<ul style="list-style-type: none">▪ Read the syllabus▪ The Basics of Associated PressLinks to an external site.▪ Practice and Application (Wednesday)<ul style="list-style-type: none">▪ Review course opportunities▪ In-Class Activity: Syllabus Press Conference Story<i>Here's everything you need to do IN/AFTER class.</i>▪ Do course readings<ul style="list-style-type: none">▪ Week 1_Sports Journalism-Living the Life.pdf (6 pages)▪ Week 1_Sports Journalism-Highlighting the Greats.pdf (19 pages)▪ Week 1_Field Guide-Ethics_Sports Writers Can't Act Like Fans.pdf (5 pages)▪ Watch course videos<ul style="list-style-type: none">▪ Introduction to Sports Media (2:38)▪ Most Emotional Interviews in Sports History (8:20)▪ What it's like to be a Sports Journalist (3:41)▪ Assessment<ul style="list-style-type: none">▪ Assessment: Syllabus and Course Policies▪ Practice and Application (Friday)<ul style="list-style-type: none">▪ Vote for your preferred practice game to attend▪ Practice and ethics of sports coverage<ul style="list-style-type: none">▪ In-Class Ethical Scenario: Something About Swag▪ In-Class Ethical Scenario: Attending the Game▪ Dialogue and Reflection<ul style="list-style-type: none">▪ Survey: Check-in at the End of the Week

Module 1
Week 2
(Aug. 30 & Sept. 1)
**Careers in Sports
Journalism**

Learning outcomes for this session

Today, our activities, content and assignments will help you to be able to do the following:

1. Identify the key components of sports journalism and its evolution through history, as well as how this course will prepare us for learning the theories and skills around it.
2. Outline the course expectations and assignments.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

- Review these resources
 - Sign up for [media releases](#) [Links to an external site.](#) from the Big Ten.
- Do course readings
 - Week 2_The New Face of Sports Media | HuffPost (3 pages)
 - Week 2_Locker Room Etiquette.pdf ([3 pages](#))
 - Week 2_Sports Journalism-Working with the Media.pdf ([24 pages](#))
 - Week 2_Sports Journalism-Covering the Game.pdf (22 pages)
 - Week 2_Field Guide-Writing Game Stories.pdf (24 pages)
 - Game story examples
- Watch course videos
 - The History of Sports Media (2:58)
 - Sports Journalism: Not a Job For Fanboys-Clarence Hill (3:25)
 - Mets Insider: Day in the Life of a Beat Reporter (6:37)

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

- **Practice and Application (Wednesday)**
 - Fundamentals of game coverage
 - Pick Your "Official" Game to Cover [Links to an external site.](#)
- **Dialogue and Reflection**
 - [Discussion: What game will you cover?](#)
- **Practice and Application (Friday)**
 - Visit from sports media friends

Module 1
Week 3
(Sept. 6 & 8)

Learning the Beat

Learning outcomes for this session

Today, our activities, content and assignments will help you to be able to do the following:

1. Identify the key components of game coverage and how you prepare for them.
2. Research and prepare for game coverage.
3. Create the structure of your game story.

Course roadmap

Here's everything you need to do and remember BEFORE the class.

▪ Do course readings

▪

- Week 3_Field Guide-Covering a College Beat.pdf (7 pages)
- Week 3_Sports Journalism-Finding the Sources.pdf (24 pages)
- Week 3_The Sports Beat: A Digital Reporting Mix With Exhaustion Built In - Nieman Reports (1 page)
- Week 3_NFL beat writer roundtable on job, Twitter, pressure, breaking news | SI.com (6 pages--please excuse the term for the WASHINGTON COMMANDERS in the story--this is pre-name change. FYI John Keim is a Lantern alum!)
- Week 3_Feel free to bury the score | ON SPORTS (2 pages)
- RESOURCE FOR GAME COVERAGE
 - Week 3_Field Guide-Covering a Beat.pdf (this is a lot of pages but is intended for you to use only section(s) applicable to sports you cover!)

▪ Watch course videos

- Writing it down (3:04)
- A Day In The Life Of AP Sports Writer Cliff Brunt (2:53)

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

▪ **Practice and Application (Wednesday)**

- Learning Game Coverage
- Out-Of-Class Assignment: Game Coverage

▪ **Dialogue and Reflection**

- Discussion: Finding Your Final Project

▪ **Practice and Application (Friday)**

- Visit to Big Ten +

Module 1
Week 4
(Sept. 13 & 15)
Covering Games

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

What to do: Read through this page for an overview of the class.

Learning outcomes for this session

Today, our activities, content and assignments will help you to be able to do the following:

1. Recognize and execute the components of a game story written in the AP summary style.
2. Identify challenges that come with game coverage and how to overcome them.

Course roadmap

Here's everything you need to do and remember BEFORE the class:

- **Resource**
 - The Associated Press has a very clear structure for its freelance writers. [Here is a copy of the freelance guidelines and sample materials.](#) We will be writing in the AP format using AP style.
 - PLEASE refer to the [AP Style for Sports resource](#)—you will need it!
- **Do course readings**
 - Sports Journalism Chapter 6: Choosing the words (26 pages)
 - Sports Journalism Chapter 7: Writing the story (36 pages)
 - Game Story: Buckeyes rally to make their case for No. 1 (1 page)
 - Game Story: Ohio State Penn State (1 page)
 - Game Example 3: CBJ v Boston (1 page)
- **Watch course videos**
 - Sports Writing (11:14)
 - Writing a Beat (2:17)

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

- **Practice and Application** (Wednesday)
 - [Draft: Game Story](#)
- **Practice and Application** (Friday)
 - Work on game story

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

- **APPLICATION OF MODULE THEMES**
 - [Major Assignment No. 1: Game Story](#)

<p>Module 2 Week 5 (Sept. 20 & 22)</p> <p>Press Conferences and Scrums</p>	<p>Learning outcomes for this session Today, our activities, content and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Recognize and execute the components of a game story written in the AP summary style. 2. Identify challenges that come with game coverage and how to overcome them. <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class:</i></p> <ul style="list-style-type: none"> ▪ <u>Do course readings</u> <ul style="list-style-type: none"> ▪ Week 5_Here Are Six Tips For Reporters Covering Press Conferences (1 page) ▪ Week 5_Make the most out of sports press conference audio Blog Rivet Radio (1 page) ▪ Week 5_The naked truth about locker room interviews - Columbia Journalism Review (3 pages) ▪ Week 5_The Worst Question in Sports: What We Talk About When We Say Talk About (3 pages)Download (3 pages) ▪ Week 5_sports feature ideas.pdf (1 page) ▪ Week 5_Sports writers could ditch the 'clown questions' and do better when it comes to press conferences (4 pages) ▪ <u>Watch course videos</u> <ul style="list-style-type: none"> ▪ Interviews (3:24) ▪ Sources (3:52) ▪ Worst Sports Interview Ever (3:35) ▪ Press Conference with Ohio State Basketball coach Chris Holtmann (9:15) <p><i>Here's everything you need to do DURING the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Wednesday) <ul style="list-style-type: none"> ▪ Learning to cover press conferences ▪ Brian White visit ▪ Practice and Application (Friday) <ul style="list-style-type: none"> ▪ Scrum prep ▪ Activity: Feature story brainstorm <p><i>Here's everything you need to do AFTER the class.</i></p> <ul style="list-style-type: none"> ▪ Dialogue and Reflection <ul style="list-style-type: none"> ▪ At-Home Assignment: Researching Your Final Project
<p>Module 2 Week 6 (Sept. 27 & 29)</p> <p>Sources and Interviews</p>	<p>Learning outcomes for this session Today, our activities, content and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Recognize and execute the components of a game story written in the AP summary style. 2. Identify challenges that come with game coverage and how to overcome them. <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class:</i></p> <ul style="list-style-type: none"> ▪ <u>Do course readings</u> <ul style="list-style-type: none"> ▪ Week 6_Field Guide-Getting the Most Out of an Interview.pdf (13 pages)Download Week 6_Field Guide-Getting the Most Out of an Interview.pdf (13 pages) ▪ Week 6_Sports Journalism-Asking the Questions.pdf (28 pages)Download Week 6_Sports Journalism-Asking the Questions.pdf (28 pages) ▪ Week 6_12 basics of interviewing, listening and note-taking (2 pages) ▪ Week 6_How to find details that make a powerful story Poynter (3 pages) ▪ Week 6_8 of the most revealing sporting interviews ever published (4 pages) ▪ Week 6_The Zen of Interviewing Poynter (2 pages) <p>Feature Examples</p> <ul style="list-style-type: none"> ▪ Please review these feature articles to see quality writing you can emulate. <ul style="list-style-type: none"> ▪ <u>Watch course videos</u> <ul style="list-style-type: none"> ▪ Katie Couric on how to conduct an interview (5:08) ▪ LeBron James Interview at the Sports Illustrated Awards (3:33) <p><i>Here's everything you need to do DURING the class.</i></p>

	<ul style="list-style-type: none"> ▪ Practice and Application (Wednesday) <ul style="list-style-type: none"> ▪ Developing questions and practicing interviewing ▪ <u>In-class activity: Preparing for an Interview</u> ▪ Dialogue and Reflection <ul style="list-style-type: none"> ▪ <u>Discussion: Hunting for SPORTS FEATURE Story Ideas</u> ▪ Practice and Application (Friday) <ul style="list-style-type: none"> ▪ Interviewing a sports personality
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<p>Module 2 Week 7 (Oct. 4 & 6)</p> <p>Finding Features</p>	<p>Learning outcomes for this session Today, our activities, content and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Recognize and execute the components of a feature story written in the AP summary style. 2. Identify challenges that come with features and how to overcome them. <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class:</i></p> <ul style="list-style-type: none"> ▪ <u>Do course readings</u> <ul style="list-style-type: none"> ▪ Week 7 Field Guide-Developing and Writing Features.pdfDownload ▪ Week 7 Field Guide-Developing and Writing Features.pdf ▪ Week 7 Sports Journalism-Following the Style.pdfDownload ▪ Week 7 Sports Journalism-Following the Style.pdf <p>Chapters in "Writing Fabulous FeaturesLinks to an external site."</p> <ul style="list-style-type: none"> ▪ Getting Started (3 pages) ▪ Finding ideas (8 pages) ▪ Finding your Focus (4 pages) ▪ Types of Features (12 pages) <p>Please continue to review these feature examples.</p> <ul style="list-style-type: none"> ▪ <u>Watch course videos</u> <ul style="list-style-type: none"> ▪ Fox Sports Feature Trevon Bluiett <p><i>Review two multimedia packages:</i></p> <ul style="list-style-type: none"> ▪ Punched Out: The Life and Death of a Hockey Enforcer (New York Times) ▪ He Can Hit a Golf Ball 445 Yards. Can He Become a Golfer? (New York Times) <p><i>Here's everything you need to do DURING the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Wednesday) <ul style="list-style-type: none"> ▪ Understanding feature structures and writing ▪ Practice and Application (Friday) <ul style="list-style-type: none"> ▪ <u>In-Class Assignment: Feature Article idea, lede and nut graph</u>
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<p>Module 2 Week 8 (Oct. 11—No class Oct. 13 for Fall Break)</p> <p>What Opinions are Like</p>	<p>Learning outcomes for this session</p> <p>Today, our activities, content and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Recognize and execute the components of a column. 2. Recognize how opinion and fact can converge in columns. 3. Identify challenges that come with columns and how to overcome them. <p>Course roadmap</p> <p><i>Here's everything you need to do and remember BEFORE the class:</i></p> <ul style="list-style-type: none"> ▪ <u>Do course readings</u> <ul style="list-style-type: none"> ▪ Week 8 Field Guide-Developing Sports Columns and Blogs.pdf(12 pages) ▪ Column examples ▪ <u>Watch course videos</u> <ul style="list-style-type: none"> ▪ Columns (3:42) <p><i>Here's everything you need to do DURING the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Wednesday) <ul style="list-style-type: none"> ▪ Talking interviewing with F1 journalist Aaron Deckers ▪ Work on Feature Drafts <p><i>Here's everything you need to do AFTER the class.</i></p> <ul style="list-style-type: none"> ▪ Dialogue and Reflection (due Wednesday this week because of Fall Break) <ul style="list-style-type: none"> ▪ <u>Discussion: Let's discuss Module 2 materials</u> ▪ Extra Credit Opportunity <ul style="list-style-type: none"> ▪ <u>Extra Credit Assignment: Create your own column</u>
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<p>Module 3 Week 9 (Oct. 18 & 20)</p> <p>Reporting with Data and Stats</p>	<p>Learning outcomes for this session</p> <p>Today, our activities, content and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Discover the techniques and opportunities around data analytics in sports. 2. See sports data in a new way geared toward visualization and social sharing. <p>Course roadmap</p> <p><i>Here's everything you need to do and remember BEFORE the class:</i></p> <ul style="list-style-type: none"> ▪ <u>Do course readings</u> <ul style="list-style-type: none"> ▪ Week 9_Field Guide-Using Advanced Statistical Metrics Advanced.pdf (13 pages) ▪ Week 9 Sports Journalism-Making Numbers Count.pdf (15 pages) ▪ <u>Watch course videos</u> <ul style="list-style-type: none"> ▪ Poets and Quants: How Analytics has Changed Sports Journalism (59:52) <p><i>Here's everything you need to do DURING the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Wednesday) <ul style="list-style-type: none"> ▪ Meet with Bill Landis and Austin Ward ▪ Practice and Application (Friday) <ul style="list-style-type: none"> ▪ Peer Edit Features ▪ <u>Draft: Feature Story</u> <p><i>Here's everything you need to do AFTER the class.</i></p> <ul style="list-style-type: none"> ▪ Application of Module Themes <ul style="list-style-type: none"> ▪ <u>At-home Assignment: Statistical Breakdown</u> ▪ <u>Major Assignment No. 2: Feature Article</u>
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<p>Module 3 Week 10 (Oct. 25 & 27)</p> <p>Something About Social</p>	<p>Learning outcomes for this session Today, our activities, content and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. How can you use social media to better engage your consumers? 2. What is the difference between using social for personal use and social for professional use? <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class:</i></p> <ul style="list-style-type: none"> ▪ <u>Do course readings</u> <ul style="list-style-type: none"> ▪ Week 10_Field Guide-Social Media- Using Twitter as a Reporting Tool.pdf (10 pages) <p><u>Watch course videos</u></p> <ul style="list-style-type: none"> ▪ <ul style="list-style-type: none"> ▪ The Future of Sports Media (6:23) ▪ Women's Sports Report Talks Social Media (7:46) ▪ Worst Social Media Fails in Sports (Explicit content) (12:26) <p><i>Here's everything you need to do DURING the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Wednesday) <ul style="list-style-type: none"> ▪ Let's learn social posting with Adam Jarde ▪ Practice & Application (Friday) <ul style="list-style-type: none"> ▪ Game Live Tweeting and video capture ▪ <u>In-Class Activity: Analyzing Social Feeds</u> ▪ <u>Optional Check-In</u> <ul style="list-style-type: none"> ▪ We are more than 65% of the way through the semester, so I wanted to reach out and see if you had additional thoughts about the semester and our class. I'd love to hear your thoughts and feelings.
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<p>Module 3 Week 11 (Nov. 1 & 3)</p> <p>Audio Sports Journalism</p>	<p>Learning outcomes for this session Today, our activities, content and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Recognize and execute the components of broadcasting in various formats, from game coverage to podcasting. 2. Identify challenges that come with audio coverage and how to overcome them. <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class:</i></p> <ul style="list-style-type: none"> ▪ <u>Do course readings</u> <ul style="list-style-type: none"> ▪ Week 11_Field Guide-Broadcasting Games.pdf (4 pages) ▪ Week 11_ The Hard Reality of Working in Sports Radio.pdf (14 pages) ▪ Week 11_Becoming a Play by Play Announcer: Five Tips for Success (2 pages) ▪ Week 11_ How to Become a Sports Broadcaster WorkinSports.com (2 pages) ▪ Week 11_ What NHL announcer Mike Emrick can teach you about language and journalism Poynter (3 pages) ▪ <u>Watch course videos</u> <ul style="list-style-type: none"> ▪ George Costanza ponders about potential jobs (2:24) ▪ How To Start A Sports Podcast (For Beginners) (8:31) ▪ "Behind the Scenes with The Columbus Blue Jackets Radio Network (20:56) <p><i>Here's everything you need to do DURING the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Wednesday) <ul style="list-style-type: none"> ▪ Sports audio journalism skill development ▪ Practice and Application (Friday) <ul style="list-style-type: none"> ▪ Podcasting and Broadcasting ▪ <u>In-Class Assignment: Recording a podcast</u>
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<p>Module 3 Week 12 (Nov. 8 & no class on 10th)</p> <p>Sideline Reporting</p>	<p>Learning outcomes for this session Today, our activities, content and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. Understand the types of career opportunities that exist in sports broadcasting. 2. Learn the skills needed for sports broadcast careers. <p>Course roadmap <i>Here's everything you need to do and remember BEFORE the class:</i></p> <ul style="list-style-type: none"> ▪ Do course readings <ul style="list-style-type: none"> ▪ Week 12_A Week in the Life of a Sideline Reporter for the NFL on Fox (5 pages) ▪ Watch course videos <ul style="list-style-type: none"> ▪ A day in the life of a sports broadcaster (3:53) ▪ FOX Sports' Pam Oliver on the Art of Sideline Reporting (5:20) ▪ Sportscaster career advice (4:33) ▪ ESPN's Stuart Scott gives a quick lesson on being a great commentator (3:08) ▪ Sports Journalist Example Reel (9:32) <p><i>Here's everything you need to do DURING the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Wednesday) <ul style="list-style-type: none"> ▪ Sideline Reporting ▪ Dialogue & Reflection <ul style="list-style-type: none"> ▪ Discussion: Let's discuss Module 3 materials ▪ Practice and Application (Friday) <ul style="list-style-type: none"> ▪ No class for Veterans Day ▪ Application of Module Themes <ul style="list-style-type: none"> ▪ Major Assignment No. 3: Big Ten Studsat U
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<p>Module 4 Week 13 (Nov. 16 & 18)</p> <p>Sports Broadcasting</p>	<p>Learning outcomes for this session Today, our activities, content and assignments will help you to be able to do the following:</p> <ol style="list-style-type: none"> 1. To identify key roles and skills in sports broadcasting. 2. To develop broadcast skills. <p>Course roadmap <i>Here's everything you need to do AFTER the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Wednesday) <ul style="list-style-type: none"> ▪ Broadcasting from the Studio ▪ Practice and Application (Friday) <ul style="list-style-type: none"> ▪ Broadcasting from the Booth
<p>Module 4 Week 14 (Nov. 23 & 25)</p>	<p>THANKSGIVING—NO CLASSES SCHEDULED</p>

<p>Module 4 Week 15 (Nov. 29-Dec. 1)</p> <p>Final Project Work</p>	<p>Learning outcomes for this session Our activities, content and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> ▪ Complete the final project. <p>Course roadmap <i>Here's everything you need to do and remember DURING the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application-Wednesday <ul style="list-style-type: none"> ▪ Freelancing <p>Draft: Final Project Article</p> <ul style="list-style-type: none"> ▪ Practice and Application-Friday <ul style="list-style-type: none"> ▪ Work on article and video
<p>Module 4 Week 16 (Dec. 6)</p> <p>The End is Here</p>	<p>Learning outcomes for this session Our activities, content and assignments will help you to be able to do the following:</p> <ul style="list-style-type: none"> ▪ Complete the final project and showcase it to your classmates. ▪ Dialogue with each other and experts on where to go next in journalism. <p>Course roadmap <i>Here's everything you need to do and remember DURING the class.</i></p> <ul style="list-style-type: none"> ▪ Practice and Application (Wednesday) <ul style="list-style-type: none"> ▪ Review final projects ▪ What's due <ul style="list-style-type: none"> ▪ Major Assignment No. 4: Final Project (due Wednesday) ▪ Class Points: Attendance and Participation ▪ List Your Extra Credit Here! ▪ Discussion <ul style="list-style-type: none"> ▪ Discussion: What have we learned? (Due Wednesday at 11:59 p.m.)