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# SYLLABUS: COMM 3403

## Sports Journalism

### Autumn 2024

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

281 Journalism Building

Class Twitter hashtag: #osusportsjournalism

Slack Signup: [https://go.osu.edu/kraftcommslack\\_au24](https://go.osu.edu/kraftcommslack_au24)

## Instructor

Instructor: Dr. Nicole Kraft (please call me Nicole)

Email address: [kraft.42@osu.edu](mailto: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](https://go.osu.edu/kraftcommoffice_zoom_au23)

Teaching Assistant: Noah Weiskopf

Email: [weiskopf.12@buckeyemail.osu.edu](mailto:weiskopf.12@buckeyemail.osu.edu)

### Office Hours:

By appointment

## I. Course overview

Welcome to our sports journalism class! This course is an exciting opportunity for us to delve into the dynamic world of sports reporting together. As your professor, I want to emphasize that this is a collaborative learning experience. Just as you are here to learn the nuances of sports journalism, I, too, am committed to continually expanding my knowledge and understanding of this vibrant field.

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!**

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.

Sports journalism is constantly evolving, influenced by new media, diverse perspectives, and innovative storytelling techniques. Each of you brings unique insights, backgrounds, and

passions that will enrich our discussions and learning experiences. Your voices and experiences are invaluable, and I encourage you to share them openly.

We will cover a wide range of topics, from game coverage and player profiles to the social and cultural impact of sports. We will practice not only the skills of reporting and writing but also critical thinking and ethical decision-making. In this class, every opinion matters, and every question is an opportunity for growth.

My goal is to create an inclusive environment where everyone feels respected and valued. I am excited to learn from your perspectives and experiences, and I believe that together we can enhance our understanding of sports journalism. Let's embark on this journey with enthusiasm, mutual respect, and a shared passion for sports storytelling.

### **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.
- Understanding AI in sports coverage
- 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. Please note the workload should equal about 9 hours of work per week, but several opportunities require night and/or weekend work.

### **How this course works**

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

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

class sessions. Here is a good schedule to follow:

1. **Monday** and **Tuesday**, do readings and watch videos.
2. Take assessment BEFORE class on **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 readings:

#### Required books (all free inside Carmen):

- Gisondi, J. (2018). *Field guide to covering sports*. CQ Press, an imprint of SAGE Publications, Inc. ISBN: 978-1506315683. Cost: FREE (inside Carmen)
- 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 (inside Carmen)
- Kraft, N. (2019). *Writing Fabulous Features*. Columbus, Ohio. Ohio State Press Books. Cost: FREE (inside Carmen)

### Recommended reading

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

Links to all readings are found in your daily class modules on Carmen. All readings are through a program called Hypothesis.

## 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](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](#)
- **Slack: Sign up here for our community!**
  - 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>

- [Please review Slack’s privacy policy.](#)
- **Zoom**
  - The webinar tool Zoom will be used to host some office hours. You can log in here: [https://go.osu.edu/kraftofficehours\\_zoom\\_au22](https://go.osu.edu/kraftofficehours_zoom_au22)
  - Help guides on the use of Zoom can be found at <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started-with-Zoom>
- **Hypothesis**
  - Hypothesis is a social annotation tool that is fully integrated with Canvas. Using Hypothesis, I made PDFs and websites annotatable. You will 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.
- **[VoiceThread:](#)**
  - VoiceThread is an interactive collaboration and sharing tool that enables students to build online presentations by adding images, documents, and videos, and other media to which other users can add comments for discussion. We will use this program to create “Our Code of Ethics.”

## Baseline technical skills necessary for courses

- Basic computer and web-browsing skills
- Navigating Carmen
- **Necessary equipment**
- iPad or computer with high-speed internet connection.
- **Necessary software**
- OSU students have access to Microsoft Office products **free of charge**. To install, please visit [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.

## Making Deadlines

All assignments are due either at the beginning or end of class on the date listed on the syllabus. In journalism, stories that miss the deadline often do not make it to publication, and yours will not be

graded. Assignments will be submitted to Canvas. This course, like journalism 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.

## II. Grading and faculty response

### Grades

Assignment or category	Points and Percent
Assessments (class engagement, readings, syllabus quiz)	60 /6%
Discussions (7 @ 30-50 points each)	290/29%
Activities for Points	120/12%
Game Story	100/10%
Feature article	100/10%
Big Ten Student U (Shifts + discussion posts 2 @ 50 points each)	100/10%
Drafts	30/3%
Final Project	200/ 20%
<b>Total</b>	<b>1000 /100%</b>

*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

### Class Engagement (50 points)

Your participation in class and activities is paramount for your success throughout college. To get you used to that fact, you will earn **engagement points** for classes you attend and engage in fully, up to 100. Engagement points will vary depending on our level of activity. The full breakdown is in Carmen.

### Assessments (10 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.

### Activities for Points (120 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.

### Drafts (30 points)

For every written project you will have the chance to write and submit a draft version for editing. This [new College Journalist Code of Ethics](#) was developed based on interviews with students and real-life examples that further refine the ethical applications student journalists may use in their pursuit of campus coverage. This will contain an individual part with interviews and write-ups and a TEAM part with reflections on the code and recommendations for additions or improvements. You will use the program [VoiceThread](#) to create a collaborative presentation

### Discussion Posts (290 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.

## MAJOR ASSIGNMENTS (500 points)

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 may join with up to three other students who are working with the same team to create a singular presentation that includes:

- A 600- to 700-word feature article to be submitted to The Lantern with photo.
- 30- to 60-second video of part of the interview or other support for the story that augments but does not duplicate.
- An 9-12 minute podcast on a singular topic or focal area--team, matchup, event, player, trend, controversy.
- A social media post (Twitter or Instagram) that provide insights into and promote your project.

**You will create four elements of this package, and they must all be able to be combined into one package. This means you will do elements related to one team (an overall story, coach profile, trend story and player profile, for example). Please review the rubric for specifics.**

*All assignments are explained fully inside the weekly Carmen modules.*

## **Academic integrity policies for this class**

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **AP** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Plagiarism (stealing work from others, including scraping from websites) and fabrication (making things up) are EXTREMELY serious academic misconduct issues.** If you have any questions if something is allowable, ask before you do it to avoid visiting

COAM (see below).

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

## 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.

## III. Class details

### Gentle Reminders

At the end of every week Nicole will send via Slack a “Gentle Reminder” to look ahead at assignments and goals coming in the next week. Reading your Gentle Reminder is required and items in there may be included on weekly assessments.

## **Dress Code**

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

## **What’s in a Name?**

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

My name is Nicole, and I welcome you to call me that. Let’s avoid using the interjection “hey” in messaging, as some of your faculty will likely find it a bit unprofessional. 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. or Ed.D. (or the equivalent). So, if you would prefer to address me with a title, it would be Dr. Kraft, since I have an Ed.D. Mr., Mrs. and Ms. are not used in college, although they were likely expected of you in high K-12.

## **Faculty feedback and response time**

### **Grading and feedback**

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

### **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. on 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!

## **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 Friday of classes.

## IV. Learning Details

### Syllabus as a contract

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

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

### Lunch Anyone?

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

### Attendance and Make-Up Policy

Only students enrolled in this section are permitted to attend class. Attendance (both physical and mental) is key to your success in this class. Your 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.

### 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. Your attendance is partly based on your activity and participation. The following is a summary of everyone's expected participation:

#### Readings and videos:

- There will be readings and lecture videos every week that should be viewed BEFORE class on Wednesday. Also, before class, please take the Assessment.
- **Weekly assignments**
  - We will have activities (participation) and/or assignments (for points) in most classes.
- **Kraft Comm Classes Open Office:** We are available to help you to learn, understand and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to "Ask the instructor" channel in Slack. Our class office is open W/F from 11:15-12:30 and by appointment.

### Discussion and communication guidelines

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

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

## Canceling Class

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

# Course Schedule

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

<p>Week 1 Aug. 21 &amp; 23</p> <p>Welcome to #osusportsjournalism</p>	<p><b>Course roadmap</b> <b>Practice and Application (Wednesday)</b> Review course opportunities In-Class Activity: Syllabus Press Conference Story</p> <p><i>Here's everything you need to do AFTER class.</i></p> <p><b>Do course readings</b> 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)</p> <p><b>Watch course videos</b> 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)</p> <p><b>Assessment</b> Assessment: Syllabus and Course Policies</p> <p><b>Practice and Application (Friday)</b> Vote for your preferred practice game to attend Practice and ethics of sports coverage In-Class Ethical Scenario: Something About Swag In-Class Ethical Scenario: Attending the Game</p> <p><b>Dialogue and Reflection</b> Survey: Check-in at the End of the Week</p>
<p>Week 2 Aug. 28 &amp; 30 Careers in Sports Journalism</p>	<p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE the class.</i></p> <p><b>Review these resources</b> Sign up for media releases from the Big Ten.</p> <p><b>Do course readings</b> 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</p> <p><b>Watch course videos</b> 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)</p> <p><i>Here's everything you need to do DURING the class.</i></p> <p><b>Practice and Application (Wednesday)</b> Fundamentals of game coverage Pick Your "Official" Game to Cover</p> <p><b>Dialogue and Reflection</b> Discussion: What game will you cover?</p> <p><b>Practice and Application (Friday)</b> Visit from sports media friends</p>

<p><b>Week 3</b> Sept. 4 &amp; 6 Learning the Beat</p>	<p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE the class Wednesday.</i></p> <p><b>Do course readings</b>  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)  <b>RESOURCE FOR GAME COVERAGE</b>  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!)</p> <p><b>Watch course videos</b>  Writing it down (3:04)  A Day In The Life Of AP Sports Writer Cliff Brunt (2:53)</p> <p><i>Here's everything you need to do DURING the class.</i></p> <p><b>Practice and Application (Wednesday)</b>  Out-Of-Class Assignment: Game Coverage</p> <p><b>Practice and Application (Friday)</b>  Learning game coverage from a pro player perspective</p>
<p><b>Week 4</b> Sept. 11 &amp; 13 Covering Games</p>	<p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE class Wednesday.</i></p> <p><b>Do course readings</b>  Week 4_Sports Journalism-Writing the Story.pdf (37 pages)  Week 4_Sports Journalism-Choosing the Words.pdf (27 pages)  Week 4_Field Guide-Avoiding Cliches.pdf (6 pages)  Watch course videos  Sports Writing (11:14)  Writing a Beat (2:17)  Pat McAfee's Advice To People Wanting To Work In Sports Media (5:16)</p> <p><i>Here's everything you need to do DURING the class.</i></p> <p><b>Practice and Application (Wednesday)</b>  Visit Big Ten Plus (at Covelli)  Draft: Game Story</p> <p><b>Practice and Application (Friday)</b>  Work on the game story</p> <p><i>Here's everything you need to do AFTER the class.</i></p> <p><b>APPLICATION OF MODULE THEMES</b>  Major Assignment No. 1: Game Story</p>
<p><b>Week 5</b> Sept. 18 &amp; 20 Press Conferences and Scrums</p>	<p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE Wednesday's class.</i></p> <p><b>Do course readings</b>  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)</p>

	<p><b>Watch course videos</b>  Interviews (3:24)  Sources (3:52)  Worst Sports Interview Ever (3:35)  Press Conference with Ohio State Basketball coach Chris Holtmann (9:15)</p> <p><i>Here's everything you need to do DURING the class.</i></p> <p><b>Practice and Application (Wednesday)</b>  Learning to cover press conferences (at Covelli)</p> <p><b>Practice and Application (Friday)</b>  Working on feature story ideas  Activity: Feature story brainstorm</p>
<p><b>Week 6</b>  <b>Sept. 25 &amp; 27</b>  <b>Sources and</b>  <b>Interviews</b></p>	<p><b>Course roadmap</b>  <i>Here's everything you need to do and remember BEFORE Wednesday class.</i></p> <p>Do course readings  Week 6_Field Guide-Getting the Most Out of an Interview.pdf (13 pages)  Week 6_Sports Journalism-Asking the Questions.pdf (28 pages)  Week 6_12 basics of interviewing, listening and note-taking (2 pages)  Week 6_8 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)  Feature Examples</p> <p><b>Watch course videos</b>  30 tips on how to interview like a journalist (10:37)  LeBron James Interview at the Sports Illustrated Awards (3:33)  Taurean Prince describes how Baylor was out-rebounded by Yale (36 seconds)</p> <p><i>Here's everything you need to do DURING the class.</i></p> <p><b>Practice and Application (Wednesday)</b>  Developing questions and practicing interviewing  In-class activity: Preparing for an Interview</p> <p><b>Dialogue and Reflection</b>  Discussion: Hunting for SPORTS FEATURE Story Ideas</p> <p><b>Practice and Application (Friday)</b>  Interviewing a sports personality</p>
<p><b>Week 7</b>  <b>Oct. 2 &amp; 4</b>  <b>Finding Features</b></p>	<p><b>Course roadmap</b>  <i>Here's everything you need to do and remember BEFORE Wednesday class.</i></p> <p><b>Do course readings</b>  Week 7_Field Guide-Developing and Writing Features.pdf  Week 7_Sports Journalism-Following the Style.pdf  Chapters in "Writing Fabulous Features Download Writing Fabulous Features"  <ul style="list-style-type: none"> <li>▪ Getting Started (3 pages)</li> <li>▪ Finding ideas (8 pages)</li> <li>▪ Finding your Focus (4 pages)</li> <li>▪ Types of Features (12 pages)</li> </ul> </p> <p><b>Watch course videos</b>  Review two multimedia packages:  Punched Out: The Life and Death of a Hockey Enforcer (New York Times)  He Can Hit a Golf Ball 445 Yards. Can He Become a Golfer? (New York Times)</p> <p><i>Here's everything you need to do DURING the class.</i></p> <p><b>Practice and Application (Wednesday)</b></p>



	<p>Understanding feature structures and writing</p> <p><b>Practice and Application (Friday)</b> In-Class Assignment: Feature Article idea, lede and nut graph</p>
<p>Week 8 Oct. 9 &amp; 11 <b>What opinions are like</b></p>	<p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE class Wednesday.</i></p> <p><b>Do course readings</b> Week 8_Field Guide-Developing Sports Columns and Blogs.pdf(12 pages) Column examples</p> <p><b>Watch course videos</b> Columns (3:42)</p> <p><i>Here's everything you need to do DURING the class.</i></p> <p><b>Practice and Application (Wednesday)</b> Work on Feature Drafts</p> <p><i>Here's everything you need to do AFTER the class.</i></p> <p><b>Dialogue and Reflection (due Wednesday this week because of Fall Break)</b> Discussion: Let's discuss Module 2 materials</p> <p><b>Extra Credit Opportunity</b> Extra Credit Assignment: Create your own column</p>
<p>Week 9 Oct. 16 &amp; 18 <b>Reporting with Data and Stats</b></p>	<p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE Wednesday class.</i></p> <p><b>Do course readings</b> Week 9_Field Guide-Using Advanced Statistical Metrics Advanced.pdf (13 pages) Week 9_Sports Journalism-Making Numbers Count.pdf (15 pages)</p> <p><b>Watch course videos</b> Poets and Quants: How Analytics has Changed Sports Journalism (59:52)</p> <p><i>Here's everything you need to do DURING the class.</i></p> <p><b>Practice and Application (Wednesday)</b> Feature article work</p> <p><b>Dialogue and Reflection</b> Discussion: Finding Your Final Project</p> <p><b>Practice and Application (Friday)</b> Peer Edit Features Workshopping <b>Draft: Feature Story</b></p> <p><i>Here's everything you need to do AFTER the class.</i></p> <p><b>Application of Module Themes</b> Major Assignment No. 2: Feature Article</p>
<p>Week 10 Oct. 23 &amp; 25 <b>Something About Social</b></p>	<p><b>Course roadmap</b> <i>Here's everything you need to do and remember BEFORE Wednesday class.</i></p> <p><b>Do course readings</b> What Is The Role Of Social Media In Sports Journalism? Maximizing Your Game: The Critical Role of Social Media in Sports Journalism Today In the golden age of sports content, traditional sports journalism is disappearing</p> <p><b>Watch course videos</b></p>

	<p>The future of sports media   ComplexCon(versations) (6:23)  Women's Sports Report Talks Social Media (7:46)  Worst Social Media Fails in Sports (Explicit content) (12:26)  #MoreThanMean - Women in Sports 'Face' Harassment  Here's everything you need to do DURING the class.</p> <p><b>Practice and Application (Wednesday)</b>  Game social and video capture  In-Class Activity: Analyzing Social Feeds</p> <p><b>Practice &amp; Application (Friday)</b>  Let's learn social posting with Adam Jarly</p> <p><b>Optional Check-In</b>  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.</p>
<p>Week 11  Oct. 30 &amp; Nov. 1  All About Audio</p>	<p><b>Course roadmap</b>  <i>Here's everything you need to do and remember BEFORE Wednesday class.</i></p> <p><b>Do course readings</b>  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)</p> <p><b>Watch course videos</b>  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> <p><i>Here's everything you need to do DURING the class.</i></p> <p><b>Practice and Application (Wednesday)</b>  Sports audio journalism skill development with Luis Orozco</p> <p><b>Practice and Application (Friday)</b>  Podcasting and Broadcasting</p>
<p>Week 12  Nov. 6 &amp; 8  Sideline Reporting</p>	<p><b>Course roadmap</b>  <i>Here's everything you need to do THIS WEEK.</i></p> <p><b>Do course readings</b>  Week 12_A Week in the Life of a Sideline Reporter for the NFL on Fox (5 pages)</p> <p><b>Watch course videos</b>  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> <p><i>Here's everything you need to do DURING the class.</i></p> <p><b>Practice and Application (Wednesday)</b>  Learning Sideline Reporting</p> <p><b>Dialogue &amp; Reflection</b>  Discussion: Let's discuss Module 3 materials</p> <p><b>Practice and Application (Friday)</b>  Doing Sideline Reporting</p>

	<p><b>Application of Module Themes</b> Major Assignment No. 3: Big Ten Student U</p>
<p>Week 13 Oct. 13 &amp; 15 <b>Sports Broadcasting</b></p>	<p><b>Course roadmap</b> <i>Here's everything you need to do THIS WEEK.</i></p> <p><b>Watch course videos</b> Video: A Day in the Life of a Sports Broadcaster (3:54) Video: ESPN's Stuart Scott gives a quick lesson on being a great commentator. (3:09) Video: Jessica Morrey - Sports Reporter/Anchor/MMJ Reel - Feb 2019 (9:32)</p> <p><i>Here's everything you need to do during the class.</i></p> <p><b>Practice and Application (Wednesday)</b> Broadcasting from the Studio</p> <p><b>Practice and Application (Friday)</b> You will get to work from home on your final project!</p>
<p>Week 14 Oct. 20 &amp; 22 <b>Getting Jobs</b></p>	<p><b>Course roadmap</b> <i>Here's everything you need to do THIS WEEK.</i></p> <p><b>Practice and Application-Wednesday</b> Work on gamer and feature Submit draft of feature</p> <p><b>Dialogue and Reflection</b> Discussion: What have we learned?</p> <p><b>Practice and Application-Friday</b> Getting Jobs in Sports with Brian Clapp</p>
<p>Week 15 Oct. 27 &amp; 29</p>	<p><b>Thanksgiving</b></p>
<p>Week 16 Dec. 4 <b>The End is Here— What Next?</b></p>	<p><b>Course roadmap</b> <i>Here's everything you need to do THIS WEEK.</i></p> <p><b>Practice and Application (Wednesday)</b> Review final projects</p> <p><b>What's due</b> Major Assignment No. 4: Final Project (due Wednesday) Class Points: Attendance and Participation List Your Extra Credit Here!</p>

# V. University and School Policies

## 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.

## 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 614.292.1111. 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 class any materials and turn in assignments via the drop box or e-mail. 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 set-up or planning. The quarantine plan for this course is to join remotely via Zoom. This requires a minimum of 1 hour advance notice for device and room set-up. We will also record the class session and post the recording on Carmen and provide materials for each lesson 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. At least 1 hour advance notice is necessary for device and room set-up. 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 time before class.

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

### 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.

## **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. 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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

## **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>

## **Religious accommodations**

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

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the

course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## **Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct**

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

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

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

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## **Food Insecurity**

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

## **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 maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.**

**If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).**