

Term Information

Effective Term Autumn 2016

General Information

Course Bulletin Listing/Subject Area Communication
Fiscal Unit/Academic Org School Of Communication - D0744
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3403
Course Title Sports Media
Transcript Abbreviation Sports Media
Course Description This class will teach sports reporting, writing and broadcasting across all media- legacy media reporter, web-based blogger, broadcaster (video/audio) and social media poster. We will explore interviewing, beat reporting, enterprise reporting, access, working with coaches and athletic directors, and press conferences. We also focus on ethical issues related to sports coverage.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 09.0906
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Understanding of sports' place in modern media
- Development of skills that go into reporting, writing, broadcasting and distributing sports content in digital formats
- Exploring ethical aspects of sports coverage

Content Topic List

- Understanding sports coverage
- Understanding sports statistics
- Covering games
- Press conference coverage
- Interviewing
- Asking questions in the "scrum"
- Working with Sports Information Directors, Coaches and athletes
- Sports coverage ethics
- Athlete Features
- Using data in sports reporting
- Beat coverage
- On-camera reporting
- Press box etiquette
- Developing story ideas

Attachments

- sportssyllabus-final.pdf

(Syllabus. Owner: Butte,Kylie M.)

Comments

- - This course does not appear to be cross-listed. Please delete info in "Cross-listings" box. (If it is actually cross-listed, then an incorrect course listing is used in that box.)
- On the form, each course goal and topic should appear in a separate box. Additional text boxes can be created by clicking on "Add" next to the first box. *(by Vankeerbergen,Bernadette Chantal on 12/28/2015 03:09 PM)*

COURSE REQUEST
3403 - Status: PENDING

Last Updated: Haddad,Deborah Moore
12/28/2015

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	12/21/2015 09:40 AM	Submitted for Approval
Approved	McDonald,Daniel Gary	12/21/2015 09:43 AM	Unit Approval
Approved	Haddad,Deborah Moore	12/21/2015 11:13 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/28/2015 03:09 PM	ASCCAO Approval
Submitted	Butte,Kylie M.	12/28/2015 03:34 PM	Submitted for Approval
Approved	Butte,Kylie M.	12/28/2015 03:37 PM	Unit Approval
Approved	Haddad,Deborah Moore	12/28/2015 04:05 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	12/28/2015 04:05 PM	ASCCAO Approval

Sports Media

Comm XXXX, T/R 11:10 a.m.-12:30 p.m.

Autumn 2016, 281 Journalism
Office Location: 3045E Derby Hall
Office Hours: Monday 10 a.m. to 2 p.m.
Phone: 614.247.6274

Instructor: Nicole Kraft
E-mail: kraft.42@osu.edu
Website: nicolekraftosu.wordpress.com

Course Description:

It's easy to be a sports fan, but far more challenging is the chronicling the world of sports using the media tools on which consumers have come to count. This class is designed to teach sports reporting, writing and broadcasting across all forms of media—from legacy media reporter to web-based blogger to broadcaster on video or audio, to a social media poster heard above the cacophony.

We will explore interviewing, beat reporting, blogging, enterprise reporting, access, working with coaches and athletic directors and covering press conferences. We also focus on issues related to sports coverage, including race and gender, hero worship and the ethics of what sports journalists do and why they do it.

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

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

Course Objectives: By the end of the semester, students will have the ability to:

1. Create a different types of sports stories in different media.
2. Understand the evolution of sports coverage and where it stands in today's media landscape.
3. Learn how to work in a variety of sports environments, covering different types of sports, locker room culture, press conferences, long form and post-game interviewing.
4. Develop your own themed blog and social media coverage platforms.
5. Understand and follow proper sports reporting ethics.

Course Materials:

Text: [Sports Journalism: An Introduction to Reporting and Writing](#) (Stofer, Schaffer and Rosenthal), ISBN 978-0-7425-6174-8

Text: [Best American Sports Writing \(2014\)](#), ISBN 978-0544147003

Course grades will be calculated in the following way:

Professionalism and in-Class Tweets	50 points
Weekly in-class assessment	100 points
Blogging/In-Class Assignments	100 points
Press Conference Story	100 points
Game/event Coverage	100 points
Feature Profile	100 points
Column	100 points
Broadcast Reporting Project	150 points
Group Enterprise Project	200 points

These points tallied together will give you your final grade of the following percentages (100-93=A; 92-90=A-; 89-88 B+; 87-82=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.

DATE OF FINAL EXAM: [Check Ohio State link](#)

Instructor Methods

I am a great believer in the power of students to engage in and drive their own education, which means taking a greater responsibility for an engagement in what happens in your classes. To that end, I do not subscribe to the “sage on the stage” class ideology, whereby I would lecture and you would (hopefully) listen. Instead, we follow what is known as the “inverted” model, which means your lectures are provided as short, compact videos that are watched at home BEFORE CLASS and supported with links to reading materials. Our class time is then dedicated to engaging with the material through a variety of activities and assessments to determine and build your comprehension.

In a conventional class, the lectures help establish an educational foundation, but then students are left to build the real structure of their learning alone through homework, and that structure may or may not be sound.

With the inverted class structure, students establish the foundation as part of that home pre-work, and then we build the structure of learning together, allowing us to see and correct weaknesses in the foundation and the structure.

I believe that this model helps students learn better, and in a speed and style that is more conducive to their needs. Do you learn better at 3 a.m. or 7 p.m.? Great! Class materials are available to you at any time of day or night through this model. Would you like to hear a lecture three or four times to take copious notes? With this model, you have that option. Do you prefer reading and not listening, or listening and not reading? All options are open, provided you engage in the material in some meaningful and effective way.

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

The quality and quantity of our in-class learning means that your attendance and participation are

crucial to your success, so please do not think that watching lectures at home means you do not need to come to class. As I said, that is the foundation. To truly build something meaningful, all of us we must work together.

This model also allows us to work more closely together, and for me to connect to each of you in a more focused and direct way, to assess and understand you individual needs and goals, and to, hopefully, maximize what you take from the class.

I believe more communication is better communication. At the end of every week you will receive from me an EMAILED “gentle reminder” where we look ahead at assignments and goals coming in the next week. These are intended to keep us both on track. Please make sure you are receiving these “gentle reminders” or let me know ASAP. Please let me know also if you have other ideas for what might augment our class or better serve your learning experience.

My goal is to get to know each of you better as students and people, to help your academic goals throughout this semester and beyond. I encourage you to email and tweet any and all questions that arise, to share information you discover outside our class content, and to meet with me during office hours or beyond. Invite me to coffee or lunch—I would love to go and talk about class or anything else!

Class Professionalism

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

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

1. Coming on time and ready to work on the material for the day: The inverted model only works if we all do the foundational work ahead and then we can build. If you do not do that work and we have to “catch you up,” you are impacting everyone else in class.
2. You are missed when you are absent: When you don’t come to class, I notice, and you are missed personally and for your contributions. Missing class when we are presenting something will result in a 0 for the assignment (unless there are serious extenuating circumstances that you notify me about BEFORE class).
3. Staying in class: I know you have things to do. We all do. But we have committed to being in class together for the full time.
4. Treating classmates/coworkers with respect: Everyone’s ideas have merit, and allowing a civil discussion, even when we disagree, is a key to future success.
5. Dressing for success: I know this is college, but you never know who might come to class who could help you with an internship or guide your academic or professional career. Pajamas are for sleeping. Swimsuits are for beaches. Please know I don’t want to discuss appropriate class attire with you, but I will if need be.
6. Email ID: Please include your class number in your emails, as I teach four classes and this will help me understand/respond more quickly to your questions.

7. Email tone/use: To ensure we are preparing for the “real world,” your mails should be written using standards of courtesy (address, proper tone, and signature). I do not edit articles over email, so if you wish to work on your article one-on-one (which I encourage!), please make an appointment or drop by my office hours.
8. Deadlines are deadlines: Assignments must be submitted by the assigned time and will not be accepted late.
9. Due to the professional (and relatively paperless) environment of this class, I won’t be able to accept any handwritten assignments, with the exception of the key concepts.
10. I believe in using social media in class, but we use it for good and not evil. I encourage you to use your devices, and we will do much research in class using all electronic devices. But remember that I can see what you post—and so can future employers. Please be responsible about how to present yourself to the outside world. Also remember I can see when you post—even if it’s during class—so let’s stay on topic while we are together.
11. Lying, cheating or stealing will get you fired: In this class, if you plagiarize anything you will fail the assignment and I will report you to academic misconduct, even if you accidentally do it while taking your notes. We have no wiggle room here.

Withdrawal Policy

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

Mobile Technology

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

Assignments

All assignments are due at the beginning of the class on the date listed on the syllabus. In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded. Assignments will be submitted as follows:

1. **Create as a Google Doc.**
2. **Name the file (this is called a “slug”) with this information: LAST NAME, FIRST NAME, ASSIGNMENT NAME, DATE**
3. **Share the file with me at OSUSportsclass@gmail.com.**
4. **All articles will be edited and returned via the Google doc, and revised based on those edits.**

Professionalism and Twitter (50 points)

In an effort to build your familiarity with using Twitter professionally, and to help you build a responsible and productive online “brand,” we take attendance through Twitter. Every student gets credit for attendance by tweeting something insightful from our class session or asking a question, with the goal of engaging your classmates, the outside world and me. It cannot be just that you were there. There has to be a complete thought behind it and an attempt at engagement. For example, last semester one class tweeted about legendary photographer Ron Galella after watching the film, “Smash His Camera,” in our law class, asking what his job might be like today with social media. Galella both retweeted and responded to us and later came as a guest speaker! Use the hashtag #osusportsreporter for all posts. Please make sure to follow me (@nicole_kraft) so I can put you in our class list.

Weekly In-Class Assessments (100 point)

Every week we will assess your consumption and understanding of the material with class discussion and a 10-point Speed Sports assessment assignment. That is a long way of saying I will know if you are not keeping up with the material, and it will prove a hindrance to your success.

Blogging/In-Class Assignments (100 points—10 points each)

Blogging will be a big part of a modern-day sports writing career and we will use it in class to help build your online identity and report the 10 in-class writing opportunities we will have, including event coverage, press conferences, breaking news, game recaps, interview exercises, videos, photos and audio reporting. You will start these assignments in class but finish as homework.

Press Conference Story (100 points)

Covering press conferences—the regularly scheduled player/coach access, as well as the post-game scrum and the special announcements—is an important part of a sports writers beat, and we will recreate that experience for you in class. This assignment will involve question development, following proper press conference protocols, asking questions, taking good notes and, most significantly, writing a story that is interesting but not the same as every other sports journalist in the room.

Game/event Coverage (100 points)

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

Advance Feature/Profile (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.

Column (100 points)

A column is a personal view of a character, event or issue in sports that conjoins the author's opinion, supported with fact. In this assignment, you will tackle a subject from a sport you have covered during the semester and use your own informed opinion to write a column to help readers see the subject from a different side.

Broadcast Reporting Project (150 points)

In this assignment, we will put down notepads and computers and learn to tell an event or athlete story through different forms of media, specifically video and audio. We will shoot and edit a video package to show, as well as tell, a story. This will require different types of interviewing and coverage skills that we will develop on class.

Group Enterprise Project (200 points)

For your final, you will take all the skills you have developed in class and work with a team of three other people to create a comprehensive package on a significant sports issue, utilizing strong journalistic writing, data analysis, comprehensive interviewing, multimedia storytelling and a blog platform. This project cannot be just game coverage or a profile of a person. You will need to look at an in-depth issue, such as head injuries in football, fighting in hockey, pass-fail rates for college athletes, injuries suffered by pre-teen athletes, etc.

Homework

Homework is due at the beginning of the class period noted in this syllabus. In my experience, students who keep up with the homework generally perform better in class..

DETAILS ON ASSIGNMENTS:

- You are the master of your own story idea domain. That means the majority of ideas will be generated for you, by you.
- Aim for at least at least two human sources but, more importantly, you must have sources that have expertise to speak on your article topic.
- As convenient as they may be, we do not use friends, roommates, relatives, etc., as sources for your stories, photographs, graphics etc. This is a [conflict of interest](#).
- Although you may not write about any activities, organizations, projects, companies, etc. in which you are involved in, you can share story ideas with fellow reporters.
- As much as we love to share information, we do not share your stories with other classes. Stories done for credit/grade in this class cannot be used for credit in any other class.
- We are a paperless class, so all stories will be submitted digitally. No handwritten stories will be accepted.

Extra credit (20 points):

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

- Taking part in School of Communication research.
- Attend journalism-themed meetings or events identified by me, such as Society for

Professional Journalism meetings (every other Thursday), Ed2010 meetings, campus lectures and films, etc.

Additional Resources:

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

The Writing Center. This may be the last time in your life that you have easily accessible, free help available for your writing skills—use it. Being a good writer will give you an advantage in every walk of life, and if you are a Communication major, it is expected. Visit <http://cstw.osu.edu/writingcenter> to learn more or to schedule an appointment.

Strunk & White's *The Elements of Style*. If you are uncertain of what constitutes good writing, this classic book is very straightforward and extremely helpful. The advice and direction offered in this book applies to writing in all fields. Find it at the campus bookstore or at a used bookstore for cheap.

Attendance & 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 lecture is not found in your readings. If you miss class for whatever reason, it is your responsibility to obtain notes from a classmate; the instructor will not provide notes in any circumstance. If you miss class, you will not be able to make up any in-class work or extra credit opportunities.

Some Words About Academic Honesty

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

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

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

Lantern TV for *publication*—that is encouraged!

When in doubt, consult me before doing anything about which you are uncertain. You should also read through the “[Ten Suggestions for Preserving Academic Integrity](#)” available at.

Office Hours

My office hours are listed on the front of the syllabus, and I would love to meet with you to get you extra, one-on-one article assistance or just to hang out. I always have animal crackers.

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

Grading Criteria

A: All work is outstanding. Work is rich, creatively presented, well structured, and error-free (or close to it). Content of presentations is accurate, on topic, presented in a professional and highly engaging fashion, and provides genuine enlightenment to the audience. Work reveals a deep understanding of the content of the course as well as the ability to work with concepts beyond the level of simply regurgitating facts and definitions. Overall, work demonstrates a solid grasp of all content and a high level of ability for creative, integrative, or intellectually rigorous application of the material.

B: All work is of high quality. Work is clear, well structured, and largely error-free. (Grades of A and B are not possible for work that does not demonstrate mastery of basic writing skills including spelling, grammar, organization, and logic.) Work conforms to all required elements, as well as maintaining the audience’s attention and interest. Content demonstrates a thorough understanding of all elements of the course. Overall, work demonstrates a solid grasp of all content, and some ability for creative, integrative, or intellectually rigorous application of the material.

C: All work is of acceptable, average quality. Work is on topic, responds to the requirements of the assignment, and is not rife with errors. A grade of C is not possible for work that demonstrates significant departure from basic writing skills (spelling, grammar, etc.) Work addresses the requirements of the assignment and includes some elements of good style and structure. Content demonstrates a basic understanding of most elements of the course. Overall, work demonstrates a reasonable grasp of all content, but limited ability for creative, integrative, or intellectually rigorous application of the material.

D: Some work is of unacceptable quality. Work addresses the topic in a broad sense, but misses some key points or contains an unacceptable level of errors. Work addresses the assignment at a basic level, but lacks fundamental elements of professional presentation, structure, or organization. Content reveals some key areas of the course material in which knowledge is lacking. Overall, work demonstrates a weak grasp of content and little ability for creative, integrative, or intellectually rigorous application of the material.

E: A majority of the work is of unacceptable quality. Work fails to meet the basic requirements of the assignment, lacks basic elements of professional presentation, or is otherwise unresponsive to instructions. Errors are probably frequent. Content reveals a widespread lack of knowledge.

Overall, work demonstrates little grasp of the material.

These guidelines were adapted from materials provided by the University of Arizona Department of Communication.

Safe & Healthy

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

Managing Stress

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

Special Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Week-by-Week Schedule

Date	Topic	Reading (Before class)	Assignment Due
		Activity (do in class)	
Week 1 T 8/23	Introduction to the class, the syllabus and sports writing. What is most compelling about sports—why do you watch, read, care?	Activity Go through syllabus Identify Ohio State sports schedules for coverage	Create Twitter accounts and brand for coverage.
R 8/25	Thinking like a writer, not a fan: Careers in sports media.	Reading Sports Journalism: Chapter 1, Living the Life Activity Identify key components and types of sports writing ID OSU SIDs How to set up a blog. Writing tips and what makes a good blog.	Blog post 1: Why do you want a career in sports, and what does that career look like?
Week 2 T 8/30	Evolution of sports media: How we got from Red Smith to Stephen A Smith.	Reading Sports Journalism: Chapter 10 Highlighting the Greats Activity • Speed Sports: In-class assessment • Dissect and analyze the piece looking at what worked for you and what didn't. Give specific examples.	Bring in one ESPN.com story that is NOT a column. Brand Twitter and blog
R 9/1	Generating story ideas and finding angles. Beat writing, enterprising stories.	Reading Selection of articles by Aaron Portzline, Jason Whitlock, Gary Smith, Filip Bondy, Bernie Wilson Activity • Identify beats and event to cover for assignment • Generating five story ideas based around Ohio State sports and put on Google doc.	Blog post 2: Shape blog to reflect your beat and post your five story ideas based around Ohio State sports.
Week 3 T 9/6	Covering the Game: Summaries, advances and results, oh my! Social media in coverage.	Reading • Sports Journalism: Chapter 2, Covering the Game • Examples of game summaries and advances provided in class Activity • Speed Sports: In-class assessment • Write game story in class	Watch assigned event to write game story in class.
R 9/8	Covering the Game: Post-game analysis. Digging through data	Reading • Examples of post-game analysis provided in class. • Add post-game to story. Activity • Writing an advance and post-game analysis. • Visit from beat writer to assess coverage and data use.	Blog post 3: Post three stories on the sport you are covering that are NOT from Ohio State, and critique them in 1-3 sentences.
Week 4 T 9/13	Finding sources and developing relationships. How to work with ADs, sports information directors and coaches.	Reading • Sports Journalism: Chapter 3, Finding the Sources Activity • Speed Sports: In-class assessment	GAME STORY DUE

		<ul style="list-style-type: none"> Visit from Dan Wallenberg, SIDs 	
R 9/15	Finding sources and developing relationships. How to work with athletes.	Reading Sports Journalism: Chapter 5, Working with the Media Activity: Visit from athletes past and present to discuss life on the other side of the microphone.	Blog post 4: Post five sources and complete contact information for your beat.
Week 5 T 9/20	Asking the Right Questions: Interviewing and using quotes.	Reading Sports Journalism: Chapter 4, Asking the Questions Activity <ul style="list-style-type: none"> Speed Sports: In-class assessment 	Find an online sports-related interview that went badly and tweet to #osusportsreporter
R 9/22	Profiles v press conferences: Question development and note taking, and where there is such a thing as a stupid question?	Reading Sports Journalism: Chapter 6, Choosing the Words Articles written from press conferences and interviews provided in class. Activity Question development, interviewing an athlete.	Blog post 5: Post the five good and five bad questions you might ask at a press conference.
Week 6 T 9/27	Covering press conferences.	Reading Sports Journalism: Chapter 7, Writing the Story Sports feature examples provided in class Activity <ul style="list-style-type: none"> Speed Sports: In-class assessment In-class writing on press conferences 	PRESS CONFERENCE STORY DUE IN CANVAS AT END OF CLASS
R 9/29	Writing the Story—sports news value and features.	Reading Sports Journalism: Chapter 8, Following the Style Sports articles provided in class Activity Writing a feature. Developing feature story ideas.	Post 6: Post five sources and complete contact information for your beat. Put to Canvas feature story idea.
Week 7 T 10/4	Writing the story: Ledes, nut graphs, story structure	Reading Activity <ul style="list-style-type: none"> Speed Sports: In-class assessment Writing in class on feature. 	Conduct two interviews by class time and bring to class to work on feature.
R 10/6	Making numbers count: data and dollars and sense.	Reading Sports Journalism: Chapter 9, Making the Numbers Count Activity Using data to report an article	Bring data to use in feature story.
Week 8 T 10/11	Suddenly Social: How Twitter, Instagram, Snapchat and Periscope have taken over beat reporting.	Reading Set up social media accounts and begin posting, following	FEATURE ARTICLE DUE
R 10/13	Suddenly social: Putting social media to work in reporting and research.	Reading Activity Reporting with social media	Identify a successful social media account and Tweet at that person something related to your sport. Use class hashtag.
Week 9 T 10/18	Column Writing: Learning from the greats	Reading Column examples from newspapers, magazines and blogs Activity Breaking down what makes good columns with a real columnist.	Find a favorite column and tweet to the class hashtag. Bring column topics to discuss.

R 10/20	Column writing: Putting your opinion to good use.	Activity Writing your first column	Bring column topic to pitch and write.
Week 10 T 10/25	Broadcasting in sports from the studio	Reading	COLUMN DUE Find local and national sports broadcast to evaluate and tweet to class hashtag.
		Activity Learning sports reporting in the Lantern studio. Preparing a script for your own sports broadcast	
R 10/27	Broadcasting in sports from the sidelines.	Reading Links on creating story package using video and photos	Find sideline report to evaluate and tweet to class hashtag.
		Assignment Let's head to the sideline for reporting from games.	
Week 11 T 11/1	Making Media: Going beyond words and covering sports in still and moving pictures	Reading • Links on creating story package using video and photos	Bring idea for sports package to class.
		Assignment Scripting sports video package	
R 11/3	Working with video and photos in sports	Reading • Links on creating story package using video and photos	Find best examples of sports photography and tweet to class hashtag.
		Assignment Shooting and editing sports packages	
Week 12 T 11/8	Making Media: Going beyond words and covering sports in audio	Reading • Links on creating story package using video and photos	Identify favorite play-by-play or color broadcaster and bring in five things you would like to emulate in your own broadcast.
		Assignment • Understanding play-by-play and announcing.	
R 11/10	Working with audio in sports	Reading • Links on creating story package using video and photos	Identify favorite talk radio broadcaster and bring in five things you would like to emulate in your own broadcast.
		Activity • Creating story package using audio recording	
Week 13 T 11/15	Understanding Ethics: What you can and can't do as a sports writer.	Reading Links on sports ethics	BROADCAST REPORTING PROJECT DUE
		Activity Identifying and reacting to common ethical scenarios	
R 11/17	Sports writing and the law: When can you cross the line.	Reading Links on sports and the law	Tweet example to our hashtag of sports coverage gone (ethically) badly.
		Activity Identifying and reacting to common legal scenarios	
Week 14 T 11/22	Final project group work	Activity <i>Bring materials to edit final projects in class.</i>	Bring in group project materials to work in class.
R 11/24	Thanksgiving	Happy Holiday!	
Week 15 T 11/29	Final project editing	Activity <i>Bring materials to edit final projects in class.</i>	Bring in group project materials to work in class.
R 12/1	Final project presentations	Activity <i>View final projects.</i>	GROUP PROJECT DUE
Week 16 T 12/6	Final project presentations	Activity <i>View final projects.</i>	Present group projects in class
FINAL EXAM			