

Term Information

Effective Term Autumn 2020
[Previous Value](#) [Autumn 2016](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Change in course title, catalog description, and course topics.

What is the rationale for the proposed change(s)?

We are in the process of creating a new course that will include the strategic communication skills and assignments previously covered in this course (will be titled Sports Media Relations), so we would like to rename and revise 3403 to focus on the journalism skills specifically.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None. This course is still just an elective option for our majors and all OSU students so no programmatic changes will result from this change in course title or content.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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 Journalism
Previous Value	Sports Media
Transcript Abbreviation	Sports Journalism
Previous Value	Sports Media
Course Description	This hands-on, active-learning course will teach the practice of sports journalism, specifically developing skills in writing, social media, multimedia, research and broadcasting.
Previous Value	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, 12 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	
Electronically Enforced	No

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

- 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 to broadcasting to statistics
- Understand and follow proper sports reporting ethics

Previous Value

- *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

- 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

Previous Value

- [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](#)

Sought Concurrence

No

Attachments

- AU19 Comm 3403 Syllabus Kraft (27080).pdf: Current Sports Media syllabus for comparison
(Syllabus. Owner: Butte,Kylie M.)
- sportsjournalismsyllabus,3403.docx: Proposed Sports Journalism syllabus
(Syllabus. Owner: Butte,Kylie M.)
- Journ_Curric_Map updated Oct 2016.pdf: Journalism curriculum map
(Other Supporting Documentation. Owner: Butte,Kylie M.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	11/12/2019 04:24 PM	Submitted for Approval
Approved	Slater,Michael D	11/12/2019 04:51 PM	Unit Approval
Approved	Haddad,Deborah Moore	11/12/2019 04:57 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	11/12/2019 04:57 PM	ASCCAO Approval

2019 Autumn Syllabus Sports Media

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



28 | Journalism

Team description and season goals.....	3
Season schedule	4-5
Sports Media Reading List.....	6-7
Staff directory	8
The Main Points.....	9
Assignments	8-9
Coaching methods.....	12-13
Technology Excuse Statement.....	13
Special Attractions	14
Post-Game Notes	15
Annotating with Perusall	16-17
Academic Dishonesty.....	18
It's Time for Twitter.....	19
Sports Desk Meetings.....	20
Slack	21
Athletic Contacts.....	22
Important Links and Personalities.....	23
10 Sports Journalism Rules.....	24
Commitment to Diversity.....	24
The Fine Print	24



Become part of the football reporting corps!

Description

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

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

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

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

Playbooks

All texts and readings are FREE and available via Perusall. They are posted inside each daily module. Please read BEFORE class.

Recommended: AP Stylebook 2019 edition (\$22.95 or subscribe to online version)

Recommended: Always Get the Name of the Dog: A guide to media interviewing \$31--buy on Amazon

Optional: Best American Sports Writing (2017), ISBN 978-0544821552. Cost: \$8.25 through Amazon.

Required: Read ESPN.com, SI.com, and the Columbus Dispatch and Lantern sports pages regularly.

Required: Watch a local sports newscast and ESPN SportsCenter a couple of times a week at least and try to listen to some sports talk radio.



Learning to be photographers at Ohio Stadium!

Season Schedule



Article

DRAFT

Draft

Module 1a: Welcome to #OSUSportsMedia

Aug. 21

QUIZ: Syllabus and Course Policies
Review list of games for coverage

Module 1b: Careers in sports media

Aug. 23

Assessment: **WMQB No. 1**

Perusall: 2 readings

Discussion 1: What is your career in sports media?

Module 2a: Evolution of sports writing

Aug. 28

WMQB No. 2

Perusall: 4 readings

Assignment: Emailing your SID

Module 2b: Writing for and about sports

Aug. 30

Perusall: 1 reading

In-Class Assignment: Let's Write Up a Game

At-home assignment: Identify Game Story to Cover

Module 3a: Covering games

Sept. 4

WMQB No. 3

Perusall: 4 readings

Game Story Draft

DRAFT

Module 3b: Writing the game story

Sept. 6

Topic: Perusall: 1 reading

Due: Game Story

Discussion 2: What went right and wrong?



Module 4a: The Sports Source Relationship

Sept. 11

WMQB No. 4

Perusall: 4 readings

Assignment: Preparing for an interview, Feature story ideas

Module 4b: Press Conferences & Interviews

Sept. 13

Perusall: 4 readings

In-class assignment: Preparing for an Interview

Module 5a: Finding Feature Stories

Sept. 18

WMQB No. 5

Perusall: 2 readings

Assignment: Put feature idea in Google Sheet
(link in Carmen).

Module 5b: Profiles and personalities

Sept. 20

Perusall: 3 readings

Assignment: Feature Article idea, lede and nut graph-

Discussion 4: The Writing of Frank DeFord

Module 6a: What opinions are like

Sept. 25

WMQB No. 6

Assignment: Creating your own column

Perusall: 3 readings

DRAFT

Module 6b: Finishing Feature

Sept. 27

Perusall: 1 reading

Feature Story Draft



Module 7a: Something about social (media)

Oct. 2

WMQB No. 7

Perusall: 4 readings

Due: Feature/Profile

Module 7b: Prejudice in coverage/media

Oct. 4

Assignment: Identifying/addressing racism/sexism in sports

Perusall: 4 readings

Module 8a: Sports Broadcasting

Oct. 9

Perusall: 4 readings

Module 8b: FALL BREAK

Oct. 11

Module 9a: Sports Photography

Oct 16

Perusall: 3 readings

In-class assignment: Time to Take a Picture

Module 9b: Talking for a living

Oct 18

WMOB No. 8

Perusall: 3 readings

Module 10a: Building media relations

Oct 23

Topic: Creating press releases and in-house features

WMOB No. 9

Perusall: 2 readings

Module 10b: Catching Up

Oct 25

Module 11a: Game Notes

Oct. 30

Assignment: Creating Game notes

WMOB No. 10

Perusall: 3 readings

Module 11b: Working in the Press Box

Nov. 1

Perusall: 3 readings

Discussion: What is your final project?

Module 12a: Press releases/in-house features

Nov. 6

WMOB No. 10

assignment: Write a press release

Perusall: 3 readings

Module 12b: Ethics of Coverage and Access

Nov. 8

Perusall: 4 readings

Module 13a: The Final Project Begins

Nov. 13

Module 13b: Field Trip

Nov. 15

THANKSGIVING BREAK

Nov. 20 & 22

Module 15a and b: Final Project Work

Due: Final project draft

Final discussion post: How did it go?

Due: Big Ten Student U



Module 16a: Sports Showcase

Dec. 4

Due: FINAL Media Project

Aug. 23

- Sports Journalism
- Week 1b: Sports Journalism Intro

Aug. 30

- Writing the News Story
- The Eight Values That Will Make Your Content 'Newsworthy' | Digital Third Coast
- Advice for Beginning Journalists – Ryan Teague Beckwith – Medium

Aug. 30

- Week 2b reading: Covering the Game

Sept. 4

- Week 3a reading: Choosing the words
- Game Example 1: OSU v Michigan State
- Game Example 2: OSU v Rutgers
- Game Notes: Golden State Warriors

Sept. 6

- Week 3b reading: Writing the story

Sept. 11

- Week 4a reading: Finding Sources
- The Zen of Interviewing | Poynter
- 12 basics of interviewing, listening and note-taking | Poynter
- Profile Example: Stephen Curry, Sports Illustrated

Sept. 13

- Week 4b reading: Asking the Question Here Are Six
- Tips For Reporters Covering Press Conferences The
- Worst Question in Sports: What We Talk About ● When We Say 'Talk About'
- Buckeye Great William White | Ohio State Alumni Magazine

Sept. 18

- Week 5a: Working with media
- Sports Feature Ideas

Sept. 20

- Week 5b: Following the style
- Profile example: John Rocker by Jeff Pearlman
- Profile Example: Stephen Curry, Sports Illustrated

Sept. 25

- Week 6a reading: Making numbers count
- Column example: Steve Rushin
- Blog Like a Journalist – Dan Kennedy – Medium

Sept. 27

- Week 6b reading: Highlighting the greats

Oct. 2

- 5 Awesome Sports Social Media Examples to Learn From - ThemeBoy
- 10 Ways Social Media Ruined Sports | Bleacher Report | Latest News, Videos and Highlights
- Sports On Social Media: A Trend That Is Here To Stay | The Sports Daily
- The New Face of Sports Media | HuffPost

Oct. 4

- My Life In The Locker Room: A Female Sportswriter Remembers The Dicks
- Think Women Don't Know Sports? You Don't Know As Much About Sports As You Think
- The Unbearable Whiteness of Sports Journalism: The Houston Chronicle's Blunder Is Reflective Of A Larger Problem | All Digitocracy
- Sports Homophobia Study: U.S. Ranks Worst | Time

Oct. 9

- The Sportscaster: A Brief History & Job Description
- Becoming a Play by Play Announcer- Five Tips for Success
- A Week in the Life of a Sideline Reporter for the NFL on Fox
- How to Become a Sports Broadcaster | Working-Sports.com

Oct. 16

- Sports Photography: An Introduction

- Shooting Sports: Tips from the Pros | NPPA
- The Perfect Camera Settings for Action and Sports
- Photography | Photography Mad

Oct. 18

- Radio and its Impact on the Sports World, by Eric C. Covil
- ESPN's Dan Le Batard built a sports-talk empire by talking about sports as little as possible.
- Sports Radio Jobs- The Hard Reality of Working in Sports Radio

Oct. 23

- Sport Information Resource Centre (SIRC): Guidelines for Media Guides
- The New Face of Sports Media | HuffPost

Oct. 30

- Optimizing Game Notes For Broadcasters – One Former SID's Opinion - Stretch Internet
- Game Notes: Ohio State
- Game Notes: Golden State Warriors
- Game Notes: Women's Soccer

Nov. 1

- Locker Room Etiquette
- MLS Media Access Policy | MLSsoccer.com
- Press boxes becoming like fan suites | Sports | standard.net

Nov. 6

- How to Write a Sports-Related Press Release | Healthfully
- Press release examples
- Press Release: Ravens Announce New Digital Technologies

Nov. 8

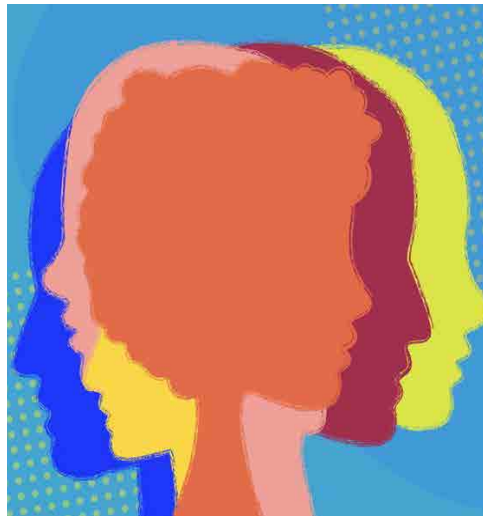
- Ethics: Sports Writers Can't Act Like Fans
- Probing the gray areas of ESPN's journalism - Public Editor- ESPN
- Scandals challenge sports reporters to look beyond the field of play | Poynter
- Tread lightly, logo etiquette in the locker room | The Sports Daily

Mental Health: Please Take Care of Yourself

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 are or someone you know is 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.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24

hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org.

Nicole Kraft, Associate Professor (clinical)

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

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

She later covered high school sports for The Montgomery County Record and Montgomery Newspapers, before focusing her career on news, politics and government reporting. After a stint as a Congressional press secretary and as an editor at the Napa Valley Register, she returned to sports in 1996 as associate editor of Hoof Beats. She became the magazine's executive editor and director of communication for the sport of harness racing in 2005.

A USA Hockey certified coach and avid "hockey mom," Nicole currently writes for the Associated Press covering the Columbus Blue Jackets and Ohio State Men's Basketball, and covers horseracing for the Columbus Dispatch. She is vice president of communication for the Columbus Ice Hockey Club.

Her area of research is student-athlete use of mobile technology for academics, and she works with athletic departments around the country to help them better connect student-athletes to class and academic experiences. In 2015 she was named an Apple Distinguished Educator.

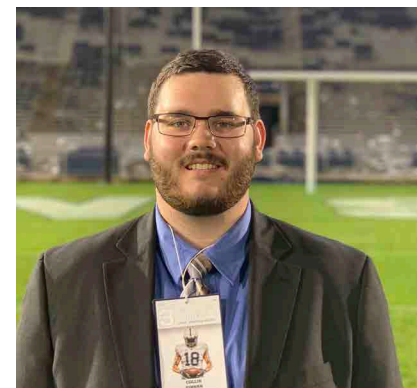
She earned her bachelor's degree in political science/journalism from Temple University, a master's degree in communication from Ohio State and a doctorate in education from Lamar University.



E-mail: kraft.42@osu.edu
Office Location: 3045E Derby Hall
Website: nicolekraft.com
Twitter: [@nicole_kraft](https://twitter.com/nicole_kraft)
Slack: [@nicolekraft](https://slack.com/users/nicolekraft)

Collin Ginnan, Teaching Assistant

Collin is a third-year from Springboro, Ohio, majoring in journalism and Spanish. Outside of school, he is president of Ohio State's student radio, Scarlet and Grey Sports Radio. He started game broadcasts his first year of high school and wanted to continue that in college. Outside of class he is often either watching sports or playing video games. He will also be cohosting a podcast, "State of the Ohio Union." Collin grew up watching the Reds, Blue Jackets and Browns. Other than sports, he loves doing almost anything outdoors and travelling to experience different places and cultures.



E-mail: ginnan.10@osu.edu
Twitter: [@ginnancollin](https://twitter.com/ginnancollin)

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

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

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

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

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

Note from Nicole:

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

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



Becoming broadcasters!

Actual Points

Course grades will be calculated in the following way:

Perusall Readings (50 points)

Professionalism (25 points)

Wednesday Morning Quarterback (100 points--10 @10 points each)

Discussion posts (125 points--5 @25 points each)

In-Class Assignments (100 points-10@10 points each)

Game/event Coverage (100 points)

Feature Profile (150 points)

Big Ten Student U (150 points)

Final Media 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+; 87-83=B; 82-80=B-; 79-78=C+; 77-73=C; 72-70=C-; 69-60=D; 59 and below=E). I do not negotiate grades, either during or after the semester.

DATE OF FINAL EXAM: Check Ohio State link

Perusall Readings (50 points)

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

Professionalism (25 points)

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

Wednesday Morning Quarterback (100 points—10 @ 10 points each)

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

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

There will be NO makeups.

Discussion posts (125 points—5 @ 25 points each)

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

In-Class Assignments (100 points—10 @ 10 points each)

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

Game/event Coverage (100 points)

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

Feature/Profile (150 points)

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

Big Ten Student U (150 points)

This assignment will allow you to develop experience working in the professional broadcast world as a producer and camera operator on Big Ten Student U. You will basically join the Big Ten Student U staff for at least three Ohio State athletic events over the course of the semester. The objectives are to gain professional-level experience covering sports, develop television broadcast skills, cover lesser-known aspect of Ohio State athletics and to get acquainted with Big Ten Student U for potential future internships and employment. After working with the BTN Student U production crew during the duration of the event, you will submit within 24 hours a 350-500 word discussion post about your experience, what you liked and found challenging, what you learned, and what might help others in the same experience. Each submission is worth 50 points--30 for taking part in the event and 20 for the discussion post.

Final Group Media Package (200 points)

Your final project can maximize your experiences with any of the elements we have explored in this class. There are four different types of assignments you can pursue:

Video: 10 for 10. Maximum team size: 3

Audio: Make your own sports podcast. Maximum team size: 4

PR: Create your own PR media kit. Maximum team size: 4

Writing: Create a story package: Maximum team size: 2

All assignments are explained fully inside the weekly Carmen modules.



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

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

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

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

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

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

College is intended to prepare you for the real world, and 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.
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



Minnesota Vikings General Manager Rick Spielman.

Lunch anyone?

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

merit, and allowing a civil discussion, even when we disagree, is a key to future success.

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

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

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

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

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

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

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

Extra credit

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

- Taking part in School of Communication research.
- Attend journalism-themed meetings or events identified by me, such as Society for Professional Journalism meetings, Sports and Society Club meetings, campus lectures and films, etc.

Technology Excuse Statement

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

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

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

Plan ahead: A deadline is the last minute to turn in material. You can start--and finish--early, particularly if

challenging resources are required, or you know it will be time consuming to finish this project.

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

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

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

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

Sources

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

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

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

No Sharing

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

Ask Away

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

Mobile Technology

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

Developing Life Skills

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

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

Syllabus

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

Withdrawal Policy

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

Resources

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

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

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

Attendance and Make-Ups:

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

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

Safe & Healthy

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

Managing Stress

College can be a stressful time, and I am always here to help you—in this class and beyond. If, however, you feel you need more support, I encourage you to reach out to the Student Advocacy Center at 614.292.1111. They will always work with professors on your behalf.

Special Accommodations

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

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

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

Quality

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

3 = Demonstrates thorough and thoughtful reading AND insightful interpretation of the reading

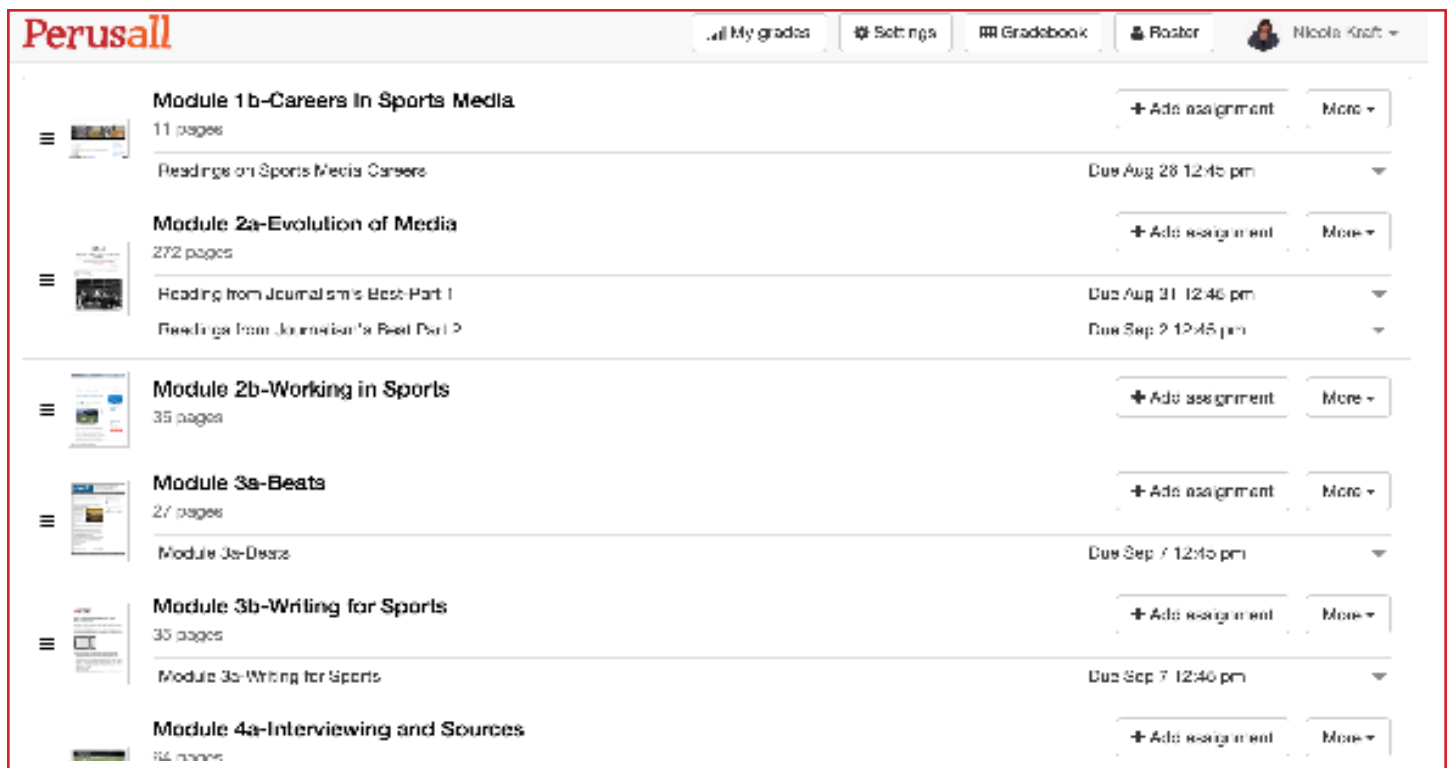
2 = Demonstrates reading, but no (or only superficial) interpretation of the reading

1 = Does not demonstrate any thoughtful reading or interpretation

See the examples on the next page to see the quality criterion applied to sample annotations.

Quantity

We compute your overall score using your five highest-quality annotations for each assignment, so be



The screenshot shows the Perusal interface with a list of reading assignments. At the top, there are navigation links: "All My grades", "Settings", "Gradebook", "Roster", and a user profile for "Nicola Kraft". The assignments are listed as follows:

Module	Page Count	Assignment	Due Date
Module 1b-Careers In Sports Media	11 pages	Readings on Sports Media Careers	Due Aug 28 12:45 pm
Module 2a-Evolution of Media	272 pages	Reading from Journalism's Best Part 1 Readings from Journalism's Best Part 2	Due Aug 31 12:46 pm Due Sep 2 12:45 pm
Module 2b-Working in Sports	35 pages		
Module 3a-Beats	27 pages	Module 3a-Beats	Due Sep 7 12:45 pm
Module 3b-Writing for Sports	35 pages	Module 3b-Writing for Sports	Due Sep 7 12:46 pm
Module 4a-Interviewing and Sources	164 pages		

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

Timeliness

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


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

Distribution

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

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

Perusal Scoring Example

	ANNOTATION	EVALUATION
<p>78 CHAPTER 4 MOMENTUM</p> <p>In the preceding two chapters, we developed a mathematical framework for describing motion along a straight line. In this chapter, we continue our study of motion by investigating inertia, a property of objects that affects their motion. The experiments we carry out in studying inertia lead us to discover one of the most fundamental laws in physics—conservation of momentum.</p> <p>4.1 Friction</p> <p>Picture a block of wood sitting motionless on a smooth wooden surface. If you give the block a shove, it slides across the surface but eventually comes to rest. Depending on the smoothness of the block and the smoothness of the wooden surface, this stopping may happen sooner or it may happen later. If the two surfaces in contact are very smooth and slippery, the block slides for a longer time interval than if the surfaces are rough or sticky. This you know from everyday experience: A hockey puck slides easily on ice but not on a rough road.</p> <p>Figure 4.3 shows how the velocity of a wooden block decreases as it slides on these different surfaces. The slowing down is due to friction—the resistance to motion that can oppose or stop a block's motion when moving over another. Notice that, during the interval covered by the velocity-versus-time graph, the velocity decreases as the block slides over ice as readily observable. The block slides easily over ice because there is very little friction between the two surfaces. The effect of friction is to bring two objects in contact with respect to each other—in this case the wooden block and the surface it is sliding on. The less friction there is, the longer it takes for the block to come to rest.</p> <p>Figure 4.3 Low-friction track and cart used in the experiments described in this chapter.</p>  <p>You may wonder whether it is possible to make surfaces that have no friction at all, such that an object, once given a shove, continues to slide forever. There is no totally frictionless surface over which objects slide forever, but there are surfaces with extremely low friction. You can, for instance, float an object on a cushion of air. This is most easily accomplished with a low-friction track—a track whose surface is coated with little holes through which pressurized air flows. The air serves as a cushion on which a conveniently shaped object can float, with friction between the object and the track all but eliminated. Alternatively, one can use wheels that ride on low-friction bearings on an ordinary track. Figure 4.4 shows low-friction carts you may have encountered in your lab or class. Although there is still some friction left for low-friction tracks and for the track shown in Figure 4.3, this friction is so small that it can be ignored during an experiment. For example, if the track in Figure 4.3 is horizontal, carts move along its length without slowing down appreciably. In other words:</p> <p>In the absence of friction, objects moving along a horizontal surface continue to move without changing their velocity.</p>	<p>Alan: I remember, in high school, being amazed at how quickly carts could travel on these tracks - air would blow up through these tiny holes evenly distributed along the length of the track and the cart would essentially float on the air and consequently - the cart would move very quickly with the slightest push.</p> <p>Bob: Although there is no way to create frictionless surfaces, I find it interesting that we consider experiments "in the absence of friction." In a way, this relates back to Chapter 1.5 where we talked about the importance of having too little or too much information in our representations. In some cases, the friction is so insignificant that we ignore it (simplifying our representation).</p> <p>Claire: Does this only apply to solid surfaces? I feel as if a substance that floats on water either has negligible or very little friction.</p> <p>Alan: Why is this? I don't get it.</p> <p>David: believe this applies to almost every surface, although I'm not sure if water would count more as resistance than friction. Anyway, the best example I could think of would be a surf board. If people who were paddling in the same direction as the waves experienced no resistance, they would continually speed up, and eventually reach very high speeds. However, in reality if they were two stop paddling they'd slow down and only the waves would slowly push them to shore.</p> <p>Alan: Is it possible to have a surface, in real life, that inflicts NO friction at all?</p> <p>Erica: Doesn't air resistance factor into this at all? It seems that it is not enough for there to be only an absence of friction for something to keep moving without slowing down. What about some other opposing force - like air resistance? Or is air resistance just another example of friction?</p>	<p>No substance. Does not demonstrate any thoughtful interpretation of the text. 0</p> <p>Annotation interprets the text and demonstrates understanding of concepts through analogy and synthesis of multiple concepts. 2</p> <p>Possibly insightful question but does not elaborate on thought process, nor demonstrate thoughtful results of the text. 1</p> <p>Question does not explicitly identify point of confusion nor demonstrate thoughtful reading or interpretation of the text. 0</p> <p>Response demonstrates a thoughtful explanation with a claim substantiated with a concrete example. 2</p> <p>Question reflects superficial reading, but does not exhibit any interpretation of the textbook. 1</p> <p>Demonstrates thoughtful interpretation of the text by relating a statement through a concrete example. 2</p>

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

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

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

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



Learning to be baseball communicators at Huntington Park!

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

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

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

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

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

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

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

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

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

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



Tweets 21.6K Following 2,595 Followers 3,761 Likes 13.1K Lists 22 Moments 0

Edit profile

Nicole Kraft

@Nicole_Kraft

Journalist turned journalism prof
@OhioState. EdD in Ed Tech. 1st
Amendment fanatic. Covers
@BlueJacketsNHL for AP. Co-director
@sportsociety.

Columbus, Ohio

nicolekraft.com

Tweets Tweets & replies Media

Pinned Tweet
Nicole Kraft @Nicole_Kraft · Nov 29
Outstanding story by #osnewsclass alum @Jerrodamogan. I'd give it an A, but you know...

The Lantern @TheLantern
Ohio State has experienced accelerated grade inflation over the last five years. @jerrodamogan investigated. buff.ly/2E35CpE

2 1 14

Your Tweet activity

Your Tweets earned 45,424 impressions over the last 24 hours



View your top Tweets

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

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

Not so for Comm 3403.

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

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

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

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

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

Writing Bar

Writing Bar hours will be Wednesday from 12:30-1:30 p.m. in the 217 Journalism. Bring your articles to get on-on-one help from writing experts, who can walk you through the process from idea to reporting to execution. Clinics will be held to facilitate your projects. Appointments are welcome but not required.

The Comm 3403 Writing Bar mentors will include students and professional journalists. We can also connect you with journalists who cover your area of interest.

Sports Desk

The Comm 3403 Sports Desk will meet Monday from 12:30 to 3:30 p.m. in 3045E Derby Hall. Come to discuss topics or articles, get feedback on ideas, or just to talk sports.

Gentle Reminders

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

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



Becoming radio personalities!

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

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

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

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



Slack commands you need to know

@channel

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

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

@username

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

@here

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

/me

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

DM

Direct/private message between you and one other person.

Private Group

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

/open

Opens a new channel.

/leave

Drop out of a channel.

/collapse

Hides all images and GIFs in a channel.

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

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

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

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

Dan Wallenberg
 (<http://ohiostatebuckeyes.com/staff/dan-wallenberg/>)
 Associate AD, Communications
Contact for:
 Men's Basketball

wallenberg.1@osu.edu
 (mailto:wallenberg.1@osu.edu)
 (614) 292-4095

Leann Parker
 Director
Contact for:
 Men's Hockey

parker.387@osu.edu
 (mailto:parker.387@osu.edu)
 (614) 688-0294

Harrison Grandey
 Student Assistant
Contact for:
 Men's Tennis

grandey.17@osu.edu
 (mailto:grandey.17@osu.edu)
 (614) 292-6861

Mark Leopold
 Student Assistant
Contact for:
 Track & Field/Cross Country

leopold.43@osu.edu
 (mailto:leopold.43@osu.edu)
 (614) 292-6861

Jerry Emig
 Associate Director
Contact for:
 Football

emig.2@osu.edu (mailto:emig.2@osu.edu)
 (614) 688-0343

Mike Basford
 Associate Director
Contact for:
 Men's Lacrosse, Football
 (Secondary)

basford.16@osu.edu
 (mailto:basford.16@osu.edu)
 (614) 292-0134

Mariah Haitz
 Student Assistant
Contact for:
 Women's Tennis

haitz.4@osu.edu (mailto:haitz.4@osu.edu)
 (614) 292-6861

Ashley Parsons
 Student Assistant
Contact for:
 Women's Golf

parsons.404@osu.edu
 (mailto:parsons.404@osu.edu)
 (614) 292-6861

Brett Rybak
 Assistant Director
Contact for:
 Women's Soccer, Men's Basketball
 (Secondary)

rybak.13@osu.edu
 (mailto:rybak.13@osu.edu)
 (614) 292-1112

Alex Morando
 Assistant Director
Contact for:
 Men's Soccer, Baseball

morando.2@osu.edu
 (mailto:morando.2@osu.edu)
 (614) 292-1389 / Work

Ray Delgado
 Student Assistant
Contact for:
 Men's Golf

delgado.126@osu.edu
 (mailto:delgado.126@osu.edu)
 (614) 292-6861

Alyssa Jacobs
 Student Assistant
Contact for:
 Synchronized Swimming

jacobs.971@osu.edu
 (mailto:jacobs.9714@osu.edu)
 (614) 292-6861

Kyle Kuhlman
 Assistant Director
Contact for:
 Men's Volleyball, Wrestling

kuhlman.137@osu.edu
 (mailto:kuhlman.137@osu.edu)
 (614) 292-0088

Gary Petit
 Assistant Director
Contact for:
 Women's Basketball

petit.38@osu.edu
 (mailto:petit.38@osu.edu)
 (614) 292-3270

Allison Lowe
 Student Assistant
Contact for:
 Fencing

lowe.472@osu.edu
 (mailto:lowe.472@osu.edu)
 (614) 292-6861

Kylie Sturgill
 Student Assistant
Contact for:
 Rifle

sturgill.83@osu.edu
 (mailto:sturgill.83@osu.edu)
 (614) 292-6861

Candace Johnson
 Assistant Director
Contact for:
 Women's Volleyball, Softball

johnson.7607@osu.edu
 (mailto:johnson.7607@osu.edu)
 (614) 247-0011

Don Hawkins
 Communications Assistant
Contact for:
 Women's Hockey, Men's
 Gymnastics

hawkins.658@osu.edu
 (mailto:hawkins.658@osu.edu)
 (614) 292-4056

Cameron Schlechty
 Student Assistant
Contact for:
 Pistol

schlechty.14@osu.edu
 (mailto:schlechty.14@osu.edu)
 (614) 292-6861

Grace Amberg
 Communications Assistant
Contact for:
 Swimming & Diving, Women's Gymnastics,
 Women's Lacrosse

amberg.7@osu.edu
 (mailto:amberg.7@osu.edu)
 (614) 247-7026

Jennifer Kirchner
 Comm. Assist/Office
 Associate

kirchner.29@osu.edu
 (mailto:kirchner.29@osu.edu)
 (614) 292-6861

Emilia Frizzi
 Student Assistant
Contact for:
 Field Hockey, Rowing

frizzi.3@osu.edu (mailto:frizzi.3@osu.edu)
 (614) 292-6861

Danajha Clemons
 Student Assistant
Contact for:
 Track & Field/Cross Country

clemons.91@osu.edu
 (mailto:clemons.91@osu.edu)
 (614) 292-6861

Ohio State University Athletics Communications Office

Fawcett Center, 6th Floor
 2400 Olentangy River Rd
 Columbus, Ohio 43210
 (614) 292-6861 / Phone
 (614) 292-8547 / Fax

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

[OhioStateBuckeyes.com \(OhioStateBuckeyes.com\)](http://OhioStateBuckeyes.com)

[Ohio State Athletics Twitter Homepage \(https://twitter.com/OhioStAthletics\)](https://twitter.com/OhioStAthletics)

[Big Ten Conference Media List \(http://office.bigten.org/media\)](http://office.bigten.org/media)

Follow key athletes and personnel on Twitter, including

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

@OhioState_WHKY
@OhioState_WSOC
@OhioState_MHKY
@OSUADAthComm
@OhioState_WLAX
@OhioState_MLAX
@OhioState_TFXC
@OhioStateHoops
@OhioState_SB
@OhioState_BASE
@OhioState_MSOC
@LanternSports
@colingay17 (Lantern Sports))
@SportsSociety (Ohio State Sports & Society)
@SGSR_OSU (Scarlet & Grey Sports Radio)

Guest Speakers

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

Talk Radio

Tim Hall, 97.1
Lori Schmidt, 105.7 The Zone

Print/Online

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

Social Media

Zach Fler, 270 Hoops
Carson Reider, Blue Jackets

Team PR

Karen Davis, Columbus Blue Jackets
Dan Wallenberg, Ohio State Buckeyes
Leann Parker, Ohio State Buckeyes

Sport PR

Brent LaLonde, Arnold Classic

TV

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

Photography

Adam Cairns, Columbus Dispatch
Kyle Robertson, Columbus Dispatch

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

The Fine Print

Student Academic Services

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

Student Services

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

Copyright Disclaimer

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.

Title IX

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

Coordinator, Kellie Brennan, at titleix@osu.edu

Academic Misconduct

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

Commitment to Diversity

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



WELCOME

TO THE GAME



SYLLABUS: COMM 3403

Sports Journalism

Spring 2021

Instructor

Instructor: Nicole Kraft
Email address: kraft.42@osu.edu
Phone number: 614-620-2476
Office hours: M 10am-2pm

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 is 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 to 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

Catalog course description

This hands-on, active-learning course will teach the practice of sports journalism, specifically developing skills in writing, social media, multimedia, research and broadcasting.

Course materials

Required books:

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: \$33.20

Press, A. (2019). *Associated Press Stylebook 2019: And briefing on media law*. New York, N.Y.: BASIC Books.

ISBN: 978-1541699892. Purchase here: <https://store.apstylebook.com/2017-ap-stylebook-print-edition.html>

Additional readings

- Boyle, R. (2017). Sports Journalism: Changing journalism practice and digital media. *Digital Journalism*, 5(5), 493–495. <https://doi.org/10.1080/21670811.2017.1281603>
- Clavio, G., & Moritz, B. (2019). Here’s why I Joined: Introductory letters from new hires to The Athletic and the framing of “proper” sports journalism. *Communication and Sport*, 1–22. <https://doi.org/10.1177/2167479519859862>
- Denham, B. E. (2014). Intermedia attribute agenda setting in the New York Times: The case of animal abuse in U.S. horse racing. *Journalism and Mass Communication Quarterly*, 91(1), 17–37. <https://doi.org/10.1177/1077699013514415>
- English, P. (2016). Twitter’s diffusion in sports journalism: Role models, laggards and followers of the social media innovation. *New Media and Society*, 18(3), 484–501. <https://doi.org/10.1177/1461444814544886>
- Filo, K., Lock, D., & Karg, A. (2015). Sport and social media research: A review. *Sport Management Review*, 18(2), 166–181. <https://doi.org/10.1016/j.smr.2014.11.001>
- Fu, L., Danescu-Niculescu-Mizil, C., & Lee, L. (2016). *Tie-breaker: Using language models to quantify gender bias in sports journalism*. Retrieved from <http://arxiv.org/abs/1607.03895>
- Hardin, M. (2005). Survey finds boosterism, freebies remain problem for newspaper sports departments. *Newspaper Research Journal*, 26(1), 66–72. <https://doi.org/10.1177/073953290502600108>
- Hardin, M., Zhong, B., & Whiteside, E. (2016). Sports coverage: “Toy department” or public-service journalism? The relationship between reporters’ ethics and attitudes toward the profession. *International Journal of Sport Communication*, 2(3), 319–339. <https://doi.org/10.1123/ijsc.2.3.319>
- Lewis, N., & Weaver, A. J. (2015). More than a game: Sports media framing effects on attitudes, intentions, and enjoyment. *Communication and Sport*, 3(2), 219–242. <https://doi.org/10.1177/2167479513508273>
- Nölleke, D., Grimmer, C. G., & Horkey, T. (2017). News sources and follow-up communication: Facets of

- complementarity between sports journalism and social media. *Journalism Practice*, 11(4), 509–526. <https://doi.org/10.1080/17512786.2015.1125761>
- Schmidt, H. C. (2017). Forgotten athletes and token reporters: Analyzing the gender bias in sports journalism. *Atlantic Journal of Communication*, 26(1), 59–74. <https://doi.org/10.1080/15456870.2018.1398014>
- Sherwood, M., Nicholson, M., & Marjoribanks, T. (2017). Access, agenda building and information subsidies: Media relations in professional sport. *International Review for the Sociology of Sport*, 52(8), 992–1007. <https://doi.org/10.1177/1012690216637631>
- Suggs, D. W. (2016). Tensions in the press box: Understanding relationships among sports media and source organizations. *Communication and Sport*, 4(3), 261–281. <https://doi.org/10.1177/2167479515577191>
- Weedon, G., & Wilson, B. (2017). Textbook journalism? Objectivity, education and the professionalization of sports reporting. *Journalism: Theory, Practice & Criticism*, 146488491771650. <https://doi.org/10.1177/1464884917716503>
- Weedon, G., Wilson, B., Yoon, L., & Lawson, S. (2018). Where’s all the ‘good’ sports journalism? Sports media research, the sociology of sport, and the question of quality sports reporting. *International Review for the Sociology of Sport*, 53(6), 639–667. <https://doi.org/10.1177/1012690216679835>

Teaching Philosophy

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

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

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

Course technology

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

□ Carmen:

- Carmen, Ohio State’s Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
- 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

- This online message and work space will be utilized for all class communication and some sharing of files.
- Help guides can be found here: <https://get.slack.help/hc/en-us/categories/202622877-Slack-Guides>
- **Zoom**
 - The webinar tool Zoom will be used to host online office hours. You can log in through a link provided weekly in Carmen.
 - Help guides on the use of Zoom can be found at <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started>

Baseline technical skills necessary for courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

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

Necessary software

- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733
- 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 2 minutes.

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

Grading and faculty response

Grades

Assignment or category	Points and Percent
Class participation and professionalism	50/5%
Perusall readings	50/5%
Syllabus Quiz and Weekly Assessment of Readings and AP style (10 @ 10 points each)	100/10%
Weekly In-Class Activities (10 @ 20 points each)	200/ 20%
Game Coverage	100/10%
Player Feature with photography	150/15%
Big Ten Student U Shifts	150/15%
Reporting Package	200/ 20%
Total	1000 /100%

See course schedule, below, for due dates

These points tallied together will give you your final grade of the following (100-93=A; 92-90=A-; 89-88 B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-60=D; 59 and below=E). I am

not able to negotiate grades, either during or after the semester.

Assignment submissions

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

Assignment guide

Class Participation and Professionalism

These points are assigned at the discretion of the professor, based on your attendance and level of engagement participating in class activities. Please consider this class like work experience opportunity. Professionalism means being in attendance at our session, or contacting your professor BEFORE class about an absence and making sure to catch up on missed materials. In this class, we ask you to dress in a way that would be respectful to meet anyone at the university or in sports, from Gene Smith to the Blue Jackets social media team. Coming on time and not leaving early are additional signs of professionalism, as is working constructively with others in class.

Perusall Readings

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

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

Syllabus and Weekly Assessment of Readings

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.

Nine times in the semester we will assess your consumption and understanding of the material with a 10-point assessment quiz in Carmen. The questions will relate to articles to read and lecture videos, and gauge your understanding and application of key concepts.

Weekly In-Class Activities

Ten times this semester you will have activities intended to build your skills and develop a greater level of familiarity and engagement with feature writing techniques. These will be completed in class and will involve group work and individual activities, as well as working with athletic communication professionals to build skills. We will also have field trips to various athletic venues and engage in learning activities with professionals in the field. These activities will include practicing skills we learn through our class materials and lectures, including interviews, creating game notes, event coverage, desktop design and publishing, photography and video, PhotoShop, and more.

Assignments are:

1. Writing pregame article
2. Writing post-game article
3. Creating a column

4. Writing a feature article idea, lede and nut graph
5. Learning to interview.
6. Broadcasting skills for sideline reporting
7. Broadcasting skills for play-by-play
8. Creating podcast
9. Develop and report through social media reporting channels
10. Sports photo shooting at The Shoe

Game/event Coverage (individual project)

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. A list of potential games will be made available inside the assignment on Carmen and reviewed in class, and you will sign up using a Google Sheet. This assignment will allow you to develop skills in writing, statistical evaluation, interviewing and deadline writing. This article will be 350-400 words and must include a quote from a Buckeye coach and a player. A photo of the game will accompany the article.

Player Feature (individual project)

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 provide 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 THREE sources and will include a photo and video component.

Big Ten Student U Shifts (individual)

This assignment will allow you to develop experience working in the professional broadcast world as a producer and camera operator on Big Ten Student U. You will basically join the Big Ten Student U staff for at least three Ohio State athletic events over the course of the semester. The objectives are to gain professional-level experience covering sports, develop television broadcast skills, cover lesser-known aspect of Ohio State athletics and to get acquainted with Big Ten Student U for potential future internships and employment. After working with the BTN Student U production crew during the duration of the event, you will submit within 24 hours a 350-500 word discussion post about your experience, what you liked and found challenging, what you learned, and what might help others in the same experience. Each submission is worth 50 points--30 for taking part in the event and 20 for the discussion post.

Reporting Package (team project)

Your final project can maximize your experiences with any of the elements we have explored in this class. There are three different types of assignments you can pursue:

Video: 10 for 10. Maximum team size: 3

Audio: Make your own sports podcast. Maximum team size: 4

Writing: Create a story package: Maximum team size: 2

All assignments are explained fully inside the weekly Carmen modules.

Additional information

Extra Credit

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

Activities: Participate in the outside class activities identified during the semester

Research: Take part in School of Communication research, and receive 5 points per activity. <http://osucomm.sona-systems.com>

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

Syllabus

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

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

Resources

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

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

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

Attendance and Make-Up Policy

Only students enrolled in this section are permitted to attend class. Attendance (both physical and mental) is key to your success in this class. Your grade is largely contingent on your presence and participation in class. Listen, take notes, and ask questions. Much of the material presented in 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.

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 **5 days**.

Slack

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

Attendance

Student participation requirements

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

Student Academic Services

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

Student Services

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

Copyright Disclaimer

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

Managing Stress

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

Safe and Healthy

Keeping students healthy and preventing the spread of illness is important to The Ohio State University—and to me. Students are encouraged to stay home if they are sick and may be asked to leave class if they are coughing/sneezing. Students who are sick and cannot attend class must contact me *BEFORE class* to receive 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.

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

Academic integrity policy

Policies for this course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **AP** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Academic Misconduct

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

Accessibility accommodations for students with disabilities

Requesting accommodations

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

Week	Topic	Videos + Readings	In Class/Due
Week 1 (Jan. 11-13)	T: Welcome to #OSUSportsMedia	T: Review materials in Module 1a (Tuesday by 9 p.m.)	In-Class: Review syllabus and list of games for coverage At-home Syllabus quiz (due Jan. 13 at start of class)
	R: AP Style and sports journalism theories	Review materials in Module 1b (before class Thursday) Readings: Chapter 1 pp. 1-6 (Boyle, 2017) (Sherwood, Nicholson, & Marjoribanks, 2017)	In-Class: Create Twitter account; review AP Style. Review journalism theories including agenda setting and framing.
Week 2 (Jan. 18-20)	T: Careers in Sports Journalism	Review materials in Module 2a (before class Tuesday) Readings: (Weedon, Wilson, Yoon, & Lawson, 2018) (Weedon & Wilson, 2017) (Lewis & Weaver, 2015)	In-class: Panel discussion with sports media professionals.
	R: Evolution of sports writing	Review materials in Module 2b (before class Tuesday) Readings: Chapter 2, pp. 7-28	Discussion of skills and how to develop them.
Week 3 (Jan. 25-27)	T: Writing game advances	Review materials in Module 3a Readings: Chapter 3 pp. 29-52 (Clavio & Moritz, 2019)	In-class: Learning to write pre-and post-game articles
	R: Writing game advances	Review materials in Module 3b (before class Thursday) Readings: Chapter 6 105-131	In-Class Activity: Writing pregame article
Week 4 (Feb. 1-3)	T: Covering games - print	Review materials in Module 4a (before class Tuesday) Readings: Chapter 4 pp. 53-80 Game Example 1: OSU v Michigan State Game Example 2: OSU v Rutgers Game Notes: Golden State Warriors	In-Class Activity: Writing post-game article
	R: Covering games-online and blogging	Review materials in Module 4b (before class Thursday)	DUE END OF CLASS: Game coverage with photo
Week 5 (Feb. 8-10)	T: Press conferences and post-game interviews	Review materials in Module 5a (before class Tuesday) Readings: Chapter 5 pp. 81-105 Tips For Reporters Covering Press Conferences The Worst Question in Sports: What We Talk About When We Say 'Talk About'	Class in Woody Hayes Athletic Center: Learning to cover a press conference with Jerry Emig of Ohio State football
	R: Interviewing players	Review materials in Module 5b (before class Thursday) (Suggs, 2016) The Zen of Interviewing Poynter 12 basics of interviewing, listening and note-taking Poynter	Interview practice with former Ohio State athletes. In-class: Creating a column

Week 6 (Feb. 15-17)	T: Writing features	Review materials in Module 6b (before class Thursday) Readings: Chapter 7 pp. 133-170 Profile Example: Stephen Curry, Sports Illustrated	In-class: Writing a feature article idea, lede and nut graph
	R: Writing profiles	Review materials in Module 6a (before class Tuesday) Readings: Chapter 10 pp. 217-235 Profile example: John Rocker by Jeff Pearlman	In-class: Writing a feature article body
Week 7 (Feb. 22-24)	T: Interviewing for features	Review materials in Module 7a (before class Tuesday) Readings: Sports Feature Ideas	In-class: Learning to interview for features.
	R: Interviewing for profiles	Review materials in Module 7b (before class Thursday) Readings: Buckeye Great William White Ohio State Alumni Magazine	Work on interviewing
Week 8 (March 1-3)	T: Creating features	Review materials in Module 8a (before class Tuesday)	Working on feature articles in class
	R: Talking writing and reporting ethics	Review materials in Module 8b (before class Thursday) (Weedon & Wilson, 2017) (Schmidt, 2017) (Suggs, 2016) (Hardin, 2005)	DUE END OF CLASS: Player feature with photo
Week 9 (March 8-10)	T: Sports broadcasting-anchor and analyst	Review materials in Module 9a (before class Tuesday) Readings: Chapter 9 pp. 201-216	Use game notes in class to do broadcast backgrounding.
	R: Sports broadcasting-sideline interviews	Review materials in Module 9b (before class Thursday) (Fu, Danescu-Niculescu-Mizil, & Lee, 2016) (Schmidt, 2017)	In-Class Activity: Broadcasting skills for sideline reporting
Week 10 (March 15-17)	NO CLASSES	SPRING BREAK	
Week 11 (March 22-24)	T: Sports broadcasting-play-by-play	Review materials in Module 10a (before class Tuesday) The Sportscaster: A Brief History & Job Description Becoming a Play by Play Announcer- Five Tips for Success	In-Class Activity: Broadcasting skills for play-by-play
	R: Sports broadcasting-color	Review materials in Module 10b (before class Thursday) A Week in the Life of a Sideline Reporter for the NFL on Fox How to Become a Sports Broadcaster WorkinSports.com	Learn the skills related to developing podcast from 97.1 team.
Week 12 (March 29-31)	T: Sports broadcasting-talk radio	Review materials in Module 12a (before class Tuesday) Radio and its Impact on the Sports World, by Eric C. Covil ESPN's Dan Le Batard built a sports-talk empire by talking about sports as little as possible.	In-Class Activity: Creating podcast

		Sports Radio Jobs- The Hard Reality of Working in Sports Radio	
	Talking broadcast ethics	Review materials in Module 12b (before class Thursday) (Nölleke, Grimmer, & Horky, 2017) (Hardin et al, 2016) (Denham, 2014)	DUE END OF CLASS: Big Ten Student U Game Reports
Week 13 (April 5-7)	T: Social media platforms and content creation	Review materials in Module 13a (before class Tuesday) Readings: (Filo, Lock, & Karg, 2015) (English, 2016)	Visit from Alison Lukan of The Athletic.
	R: Social media posting and responses	Review materials in Module 13b (before class Thursday) 5 Awesome Sports Social Media Examples to Learn From - ThemeBoy 10 Ways Social Media Ruined Sports Bleacher Report Latest News, Videos and Highlights Sports On Social Media: A Trend That Is Here To Stay The Sports Daily The New Face of Sports Media HuffPost	In-Class: Develop and report through social media reporting channels
Week 14 (April 12-14)	T: Sports photography-understanding angles	Review materials in Module 14a (before class Tuesday) Readings: Shooting Sports: Tips from the Pros NPPA The Perfect Camera Settings for Action and Sports Photography Photography Mad	In class instruction in cameras, angles, settings and shooting.
	R: Sports photography-executing the shot	Review materials in Module 14b (before class Thursday)	In-Class Activity: Sports photo shooting at The Shoe.
Week 15 (April 19-21)	T: Final project work	Review materials in Module 15a (before class Tuesday)	Final project work in class
	R: Final work day project	Review materials in Module 15b (before class Thursday)	Bring materials to work on in class.
Week 16 (April 25)	T: Share your journalistic project		DUE START OF CLASS: Reporting Package

School of Communication – Curricular Map - Journalism

Program learning goals

Goal 1. Students are knowledgeable about the principles of journalism within a social science framework and understand the role of public affairs journalism in society

Goal 2. Students are competent in the practice of multimedia journalism and adapt to an evolving field

Goal 3. Students are sufficiently trained and prepared for jobs in media and journalism

Curriculum map, indicating how program goals are accomplished via specific courses.

	I. Principles of Journalism	II. Skill Development	III. Professional/Career Preparation
Premajor			
1100	Basic		
1101	Basic		
Research Methods (1)			
3160(H), 3267, 3169, 3149		Intermediate	Advanced
Core Requirements			
2221	Intermediate	Intermediate	
2223		Intermediate	
3226	Intermediate	Intermediate	
3404 (H)			Advanced
4221			Advanced
Internship or Co-Op			
4190		Advanced	Intermediate
4191		Advanced	Intermediate

Critical Thinking (2)			
3224	Advanced		
3402	Intermediate		Intermediate
3440	Intermediate		Intermediate
3597.01/.02	Intermediate		Intermediate
4240	Advanced		Advanced
4814	Advanced		Advanced
4820(H)	Advanced		Advanced