



# SYLLABUS: COMM 3414

## Sports Media Relations

### Spring 2021

#### Instructor

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#### Course overview

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

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

#### Theories Explored

*Students will leave this class with an understanding of three key theories in media relations:*

***Agenda-setting theory***, which seeks to explain how media filter and shape reality and perception. It explores the ability of media to influence the relevance and significance topics have on the public agenda. This theory shows that media concentration on specific issues and subjects leads the public to perceive those issues as more important.

***Situational Crisis Communication Theory***, which suggests that crisis managers should match strategic crisis responses to the level of crisis responsibility and reputational threat posed by a crisis. The theory identifies three primary crisis areas: the victim cluster, the accidental cluster, and the intentional cluster.

***Social Identity Theory***, which explores how a person's sense of who they are is based on their group memberships and can explain intergroup behavior.

### **Skill Development**

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

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

## Catalog course description

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

## Expected learning outcomes

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

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

## Course materials

### Required books:

- Pedersen, P.M., Laucella, P., Geurin, N., & Kian, E. (2017). *Strategic Sports Communication*. Champaign, IL: Human Kinetics. ISBN: 978-1492525776. Cost: \$39
- 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 (provided through Carmen)

### Agenda-Setting Theory

- Griffin, E., Ledbetter, A., & Sparks, A. (2015). *First Look at Communication Theory*. New York, N.Y. McGraw Hill, Chapter 30
- 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>

### Crisis Communication

- Arendt, C., LaFleche, M., & Limperopulos, M. A. (2017). A qualitative meta-analysis of apologia, image repair, and crisis communication: Implications for theory and practice. *Public Relations Review*, 43(3), 517–526. <https://doi.org/10.1016/j.pubrev.2017.03.005>
- Fortunato, J. A. (2008). Restoring a reputation: The Duke University lacrosse scandal. *Public Relations Review*, 34(2), 116–123. <https://doi.org/10.1016/j.pubrev.2008.03.006> **Sports Ethics**
- Mirer, M. (2019). Playing the right way: In-house sports reporters and media ethics as boundary work. *Journal of Media Ethics: Exploring Questions of Media Morality*, (614). <https://doi.org/10.1080/23736992.2019.1599719>

### Social Identity Theory

- Lewis, N., & Hirt, E. R. (2019). Sacred sports: Moral responses to sports media content. *Journalism and Mass Communication Quarterly*, 96(2), 579–597. <https://doi.org/10.1177/1077699018802256> **Sports Communication**

- Hardin, R., & McClung, S. (2002). Collegiate sports information: A profile of the profession. *Public Relations Quarterly*, 47(2), 35. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=6876068&amp%5Cnlang=de&site=e=ehost-live>
- McCleneghan, J. S. (1995). The sports information director: No attention, no respect, and a PR practitioner in trouble. *Public Relations Quarterly*, 40(2), 28–32. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=9509120066&amp%5Cnlang=de&site=e=ehost-live>
- Desmarais, F., & Bruce, T. (2008). Blurring the boundaries of sports public relations: National stereotypes as sport announcers' public relations tools. *Public Relations Review*, 34(2), 183–191. <https://doi.org/10.1016/j.pubrev.2008.03.016>

## 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](https://my.osu.edu).
- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
  - [Carmen accessibility](#)

### Slack

- 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://osuism.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuism.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)

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

## **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%
Player Feature with photography	200/20%
Game day media guide	200/20%
Communication Coverage Plan	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, understand and apply the social and ethical dimensions of strategic communication to skill development, and demonstrate analytical and writing skills commonly employed in strategic communication industries. These activities will include practicing skills we learn through our class materials and lectures.

Assignments are:

1. How to organize and conduct an interview
2. Writing pre-and post-game articles
3. Data collection and analysis for creation of pre-game note materials.
4. Researching and writing player profiles
5. Develop social media channels for team coverage (Twitter and Facebook)
6. Writing a press release
7. Facilitating media interviews and crisis communication
8. Develop game notes.
9. Develop a video press release
10. Design of media kit using InDesign and PhotoShop

## **Player Feature (individual project)**

The profile is a key way to promote teams via media relations to demonstrate story angles to media. This assignment will teach students to understand the difference between journalism and media relations, as well as how the skills overlap. Students will identify, research and report a story on a singular individual, focusing on a news angle or an aspect of the person's personal or professional life that is newsworthy now, using analytical and writing skills commonly employed in strategic communication industries. This assignment will utilize narrative details that capture the essence of the person being profiled, and will be shaped using framing theory to demonstrate how media relations can direct attention on certain events to

influence how people process that information. This article will be 600 words on a specific player on an Ohio state team and have at least THREE sources and include a video component.

### **Game-Day Media Guide (group/team project)**

Serving media on game day is a significant part of athletic communication. For this project you will create materials and experiences that promote teams via media relations and demonstrate implement media relations planning and design professional-quality materials by create media materials for a specific game involving an Ohio State team that you are assigned in class. This project will include researching the team, conducting interviews with coaches and players, and building elements that will benefit media covering the game. We will engage with both framing theory and agenda-setting theory to demonstrate how media relations can direct attention to influence how people process information and understand how the media guide messaging will shape opinion about your team/sport.

This will include:

- Rosters with biographical information
- Schedules
- Game notes for home and away team
- Player and/or coach features
- Press releases on a significant team topics
- Photographs from practice
- Video of a press conference
- Podcast about the matchup

This will be created as an online document using free web-design tools introduced in class.

### **Communication Coverage Plan (group/team project)**

*This project will utilize agenda-setting theory, crisis communication theory and social identity theory.*

Large-scale events are an opportunity and challenge for every athletics communicator, and you will have the chance to develop a communication plan for a large scale event., similar to the Arnold Classic, the OHSAA high school hockey tournament or an NCAA basketball regional round. You will work with professionals who plan communication around these types of events to develop a 10-12 page communication plan that will include:

- Mission and objectives applying agenda-setting theory to determine the key audience focus.
- SWOT analysis: Strengths, Weaknesses, Opportunities, Threats, using crisis communication theory to identify and anticipate any potential crisis, your responsibility to address and reputational threat posed by a crisis.
- Audit of current communications.
- PR objectives: Alignment with the corporate mission and objectives and devised in accordance with the strengths and weaknesses of the event, and the external opportunities and threats and using agenda-setting theory.
- Strategy: Identification of publics and choice of appropriate mass, personal or interactive media with prescribed measurement criteria incorporating social identity theory.
- 5 Implementation of plan: Schedule the choices of media and specific mediums to be used with copy deadlines.
- Pre-crisis communication plan
- Budget: Cost out the schedule so that all communication activities have line costs.
- Evaluation: Assess the effectiveness of the plan for costs versus benefits prior to execution and iteratively realign where necessary. PR encompasses the task of creating media opportunities and so it is important to consider the relationship events have with the media



# 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](mailto:titleix@osu.edu)

## Mental Health

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

## Academic integrity policy

### Policies for this course

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

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

### Academic Misconduct

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

## Accessibility accommodations for students with disabilities

### Requesting accommodations

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

Week	Topic	Videos + Readings	In Class/Due
Week 1 (Jan. 11-13)	M: Class introduction and Syllabus review	M: Review materials in Module 1a (Monday by 9 p.m.)	At-home Syllabus quiz (due Jan. 13 at start of class)
	W: AP Style	Review materials in Module 1b (before class Wednesday) Readings: Intro and Chapter 1 pp. 1-22 (McClenaghan, 1995) (Neupauer, 1998)	In-Class: Create Twitter account; review AP Style.
Week 2 (Jan. 18-20)	M: MLK Day—NO CLASS Readings:		
	W: Comm theories applicable to media relations	Review materials in Module 2b (before class Wednesday) Readings: Chapter 2, pp. 23-48 (Sherwood, Nicholson, & Marjoribanks, 2017) Griffin, Ledbetter and Sparks, Chapter 30	Discussion of agenda-setting theory and its application to sports media relations.

Week 3 (Jan. 25-27)	M: Working with Coaches and Players	Review materials in Module 3a Readings: Chapter 3 pp. 49-74 (Hardin & McClung, 2002)	Roundtable with coaches to discuss relationship between communication and coaching staff.
	W: Conducting and arranging interviews	Review materials in Module 3b (before class Wednesday) Readings: Chapter 4 pp. 75-106 (Desmarais & Bruce, 2008)	<b>In-Class Activity: How to organize and conduct an interviews</b>
Week 4 (Feb. 1-3)	M: Writing pre- and postgame wrap-ups	Review materials in Module 4a (before class Monday) Readings: Chapter 5pp. 107-134 (Mिरer, 2019)	<b>In-Class Activity: Writing pre-and post-game articles</b>
	W: Writing pre- and postgame wrap-ups	Review materials in Module 4b (before class Wednesday) Readings: (Mिरer, 2019)	Exploring Ohio State stats system and deciphering key information required by media with AP's Mitch Stacy. <b>In-Class Activity: Data collection and analysis for creation of pregame note materials.</b>
Week 5 (Feb. 8-10)	M: Creating promotional player features	Review materials in Module 5a (before class Monday) Readings: Chapter 6, pp. 135-168	<b>In-Class Activity: Researching and writing player profiles</b>
	W: Writing promotional player features	Review materials in Module 5b (before class Wednesday)	Working in class on player feature development.
Week 6 (Feb. 15-17)	M: In-Design and Photoshop	Review materials in Module 6b (before class Wednesday)	In-Class: Learning InDesign and PhotoShop
	W: In-Design and Photoshop	Review materials in Module 6a (before class Monday) Readings: Chapter 7 pp. 169-202	In-Class: Learning InDesign and PhotoShop <b>DUE END OF CLASS: Player feature with photo</b>
Week 7 (Feb. 22-24)	M: Developing social media in sports comm	Review materials in Module 7a (before class Monday) Readings: Chapter 8 pp. 203-230 (Lewis & Hirt, 2019)	<b>In-Class Activity: Develop social media channels for team coverage (Twitter and Facebook)</b>
	W: Developing social media in sports comm	Review materials in Module 7b (before class Wednesday) Readings: Chapter 9 pp. 231-250 (Lewis & Hirt, 2019)	<b>In-Class Activity: Develop social media channels for team coverage</b>
Week 8 (March 1-3)	M: Setting up and organizing press conferences	Review materials in Module 8a (before class Monday)	<b>Activity in class:</b> Conduct media availability simulation with coaches. <b>In-Class Activity: Writing a press release</b>
	W: Crisis communication	Review materials in Module 8b (before class Wednesday) Readings: (Arendt, LaFleche, & Limperopulos, 2017) (Fortunato, 2008)	<b>Activity in class: Facilitating media interviews and crisis communication</b>
Week 9 (March 8-10)	M: Conceptualizing and creating game notes	Review materials in Module 9a (before class Monday) Readings: Chapter 10 pp. 251-274	Research game notes in class.
	W: Creating game notes	Review materials in Module 9b (before class Wednesday)	<b>In-Class Activity: Develop game notes.</b> <b>Due start of class: Game day media guide</b>

Week 10 (March 15-17)	NO CLASSES	SPRING BREAK	
Week 11 (March 22-24)	M: Creating multimedia for sports comm	Review materials in Module 10a (before class Monday) Readings: Chapter 11 pp. 275-308	<b>In-Class Activity: Develop video press release in class.</b>
	W: Creating multimedia for sports comm	Review materials in Module 10b (before class Wednesday)	<b>Develop podcast in class.</b>
Week 12 (March 29-31)	M: Understanding law and ethics in sports media	Review materials in Module 12a (before class Monday) Readings: Chapter 12 pp. 309-340	In-class meeting with sports lawyer.
	W: Understanding NCAA compliance in collegiate athletics communication	Review materials in Module 12b (before class Wednesday)	In-class meeting with compliance officers.
Week 13 (April 5-7)	M: Understanding in-house sports media	Review materials in Module 32a (before class Monday) Readings: (Mier, 2019) (Desmarais & Bruce, 2008)	Visit from in-house team sports reporters
	W: Pitching game day media guide	Review materials in Module 13b (before class Wednesday)	Pitching game day media guide in class.
Week 14 (April 12-14)	M: Creating game day media guide	Review materials in Module 14a (before class Monday) Readings: Chapter 13 pp. 241-362	In-class: Research and creation of media kit
	W: Creating game day media guide	Review materials in Module 14b (before class Wednesday)	<b>In-Class Activity: Design of media kit using InDesign and PhotoShop.</b>
Week 15 (April 19-21)	M: Best practices in Athletic Communication	Review materials in Module 15a (before class Monday)	In class meeting with athletic communication specialists.
	W: Final work day on media guide project	Review materials in Module 15b (before class Wednesday)	Bring materials to work on in class.
Week 16 (April 25)	M: Share your media guide.		<b>Due start of class: Communication Coverage Plan</b>

## Communication

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

### Program learning goals

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

Goal 2. Students are competent in practicing communication.

Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	<b>Goal 1: Comm Principles</b>	<b>Goal 2: Comm Practice</b>	<b>Goal 3: Career Preparation</b>
<b>Premajor</b>			
1100	Basic		
1101	Basic		Basic
<b>Research Methods</b>			
3160(H), 3163, 3165		Intermediate	Advanced
<b>Core Requirements</b>			
<i>Strategic Comm</i>			
2321	Basic		
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
3325	Intermediate	Intermediate	
4337			Advanced
<i>New Media &amp; Comm Tech</i>			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
<i>Comm Analysis &amp; Practice</i>			
2110	Basic		
2367(H)	Basic	Intermediate	
3440		Intermediate	
3620	Basic	Basic	
<b>Focus Area Electives</b>			
<i>Strategic Comm (9 cr. Req.)</i>			
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3414	Intermediate	Intermediate	Intermediate
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
3668			Intermediate
4558		Advanced	Advanced
4737		Intermediate	Advanced
4820(H)	Advanced		Advanced

**Goal 1: Comm Principles****Goal 2: Comm Practice****Goal 3: Career Preparation****Focus Area Electives***New Media & Comm Tech*

2511 (or outside Credit in Visual Design) Other specialization (6 cr. Req.)	Intermediate	Intermediate	Basic
3513	Intermediate		
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4558		Advanced	Advanced
4665	Intermediate	Intermediate	
4738	Intermediate		Intermediate

*Comm Analysis & Practice*

N/A as CAP has elective clusters (see below)

**Special Topic Electives***Strat Comm (3 cr. req.)*

2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
3415	Basic	Intermediate	Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4554	Intermediate	Intermediate	Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

*New Media & Comm Tech*

(9 cr. from one track)

## Track 1:

4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate



**Goal 1: Comm Principles****Goal 2: Comm Practice****Goal 3: Career Preparation****Special Topic Electives***New Media & Comm Tech*

(9 cr. from one track)

Track 2:

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate

*Comm Analysis & Practice*

(18 cr. req.)

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3414	Intermediate	Intermediate	Intermediate
3415	Basic	Intermediate	Intermediate
3450	Intermediate	Basic	Basic
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
3668	Intermediate		
4240(H)		Basic	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665	Intermediate	Intermediate	
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

**From:** Folden, H <[folden.1@osu.edu](mailto:folden.1@osu.edu)>  
**Sent:** Monday, March 2, 2020 2:05 PM  
**To:** Smith, Aaron <[smith.1543@osu.edu](mailto:smith.1543@osu.edu)>  
**Cc:** Sutherland, Sue <[sutherland.43@osu.edu](mailto:sutherland.43@osu.edu)>  
**Subject:** FW: Comm Concurrence Request RE 3414\_Human Sciences

Hi Aaron,

I forwarded your request to the faculty in the *Sport Industry/Sport Management* program area who unanimously approved concurrence for the proposed course: COMM 3414.

Thank you for contacting us about concurrence.

Best wishes,

Gene



**Eugene Folden, Ph.D.**

Co-Director of Curriculum

Associate Clinical Professor

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Pronouns: he/him/his