MJS-2070: SPORTS REPORTING & BROADCASTING

Cuyahoga Community College

Viewing: MJS-2070 : Sports Reporting & Broadcasting
Board of Trustees:
March 2018

Academic Term:
Fall 2019

Subject Code
MJS - Media and Journalism Studies

Course Number:
2070

Title:
Sports Reporting & Broadcasting

Catalog Description:
This course will examine the nuances of objectively covering local sporting events, including the writing, taking game notes, interviewing, meeting a deadline and writing game stories, features and notes composites. Students will also learn to post brief interviews in the form of podcasts and videos. Students will learn the specific language and enthusiasm level needed for writing for a sports audience.

Credit Hour(s):
3

Lecture Hour(s):
2

Lab Hour(s):
2

Requisites

Prerequisite and Corequisite
ENG-1010 College Composition I or ENG-101H Honors College Composition I.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms (http://www.tri-c.edu/accessprograms/). Blackboard accessibility information is available at http://access.blackboard.com.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called “artifacts,” for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdfYou must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):
Objectively cover local sporting events.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.
Objective(s):
1. Develop a mastery of the sports team process, of how coaches and managers strive to select, develop and grow their players.
2. Describe the extra effort that goes into covering high-school sporting events.
3. Develop a working knowledge of all sports in general in order to be able to write a story about any sport.
4. Recognize how to write objectively and avoid bias.
5. Distinguish between fact and opinion.
6. Apply sports vocabulary at a first-year student reporter level.
7. Demonstrate techniques for taking game notes.
8. Demonstrate an ability to conduct sound interviews.

Course Outcome(s):
Research, prepare, and write various types of sports feature and news stories.

Essential Learning Outcome Mapping:
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Objective(s):
1. Conduct research and preparation to cover sports events, sports interviews, and to conduct "enterprise" sports reporting.
2. Identify what makes a good sports story.
3. Utilize writing tools such as the AP Stylebook, dictionary, and thesaurus appropriately.
4. Read and interpret good sports writing.
5. Discuss the difference between the nuances of news and sports writing, such as the acceptability of nicknames.
6. Write game stories, features, and note pieces.
7. Write lead paragraphs that draw readers into the story.
8. Find the "story" in a rather drab game.
9. Meet deadlines under intense pressure.
10. Write with flair for sports audiences.

Course Outcome(s):
Interview and record subjects on video, and edit and post videos to web sites.

Essential Learning Outcome Mapping:
Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):
1. Analyze game situations to best formulate after-game locker room questions.
2. Conduct post-game interviews of coaches, managers and key players.
3. Place post-game stories into web pages or newspapers.
4. Place post-game interviews onto media web pages.

Methods of Evaluation:
1. Quizzes and tests
2. Writing assignments
3. Blogging assignments
4. Producing and posting a video
5. Announcing or field announcing a sports event

Course Content Outline:
1. The Field of Sports Reporting
   a. History of Sports Journalism
   b. Sports vs. News Comparison
2. Types of Sports Stories: The Basics
   a. Game preview
   b. Game story
   c. Game story - angle
d. Profile/feature  
e. Sports Column  

a. Research basics of assigned sport(s)  
   i. Basics of assigned sport(s)  
   ii. Preparing for Press Conference Announcements  
b. Observation at events  
c. Tools of the trade  
   i. Pen, pencil, and paper  
   ii. Recording devices  
      1. Counters  
      2. Back up batteries  
   iii. Note taking  
   iv. Scheduling time & place to meet  

d. Counters  
e. Back up batteries  

4. Writing th story  
a. Beginnings I: Basic Lead Writing  
b. Beginnings II: Advanced Lead Writing  
c. Middles I: Story Structures  
d. Middles II: Effective Interviewing  
e. Middles III: Use of Quotes  
f. Middles IV: Play-By-Play  
g. Endings I: Story Endings  

5. Other Types of Stories  
a. Basic  
b. Previews and Follows  
c. Sports Columns  
d. Features and Profiles  
e. Sports news and Enterprise  

Resources  


Resources Other  
Cuyahoga Community College alumni who are covering high school sports for local media outlets will visit the class, share their craft with students, and also help encourage students by offering them opportunities to join them in covering some games.  

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