

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>11-8-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department School of Com & Multimedia Studies College Arts & Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix JOU Number 3313	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course <div style="border: 1px solid red; padding: 2px;">Lecture</div>	Course Title Sports Journalism
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="checkbox"/> Sat/UnSat <input type="checkbox"/>	Course Description <i>(Syllabus must be attached; see Template and Guidelines)</i> This course will introduce students to the fundamentals of Sports Journalism. There will be an emphasis on the broadcaster's simultaneous responsibilities to report, to inform and to entertain with a focus on preparation and the development of a comfortable and conversational on-air style. In addition to the principles of Play-by-Play, topics of discussion will include the many hats a sports broadcaster must wear in the modern multi-media world, the rapidly evolving business of Sports Broadcasting.	
Effective Date <i>(TERM & YEAR)</i> Fall 2022	Prerequisites, with minimum grade*		
		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> None General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines .	
Minimum qualifications to teach course MA in Journalism, Mass Communication, Broadcast or related discipline			
Faculty Contact/Email/Phone Kevin Petrich petrich@fau.edu x 0044		List/Attach comments from departments affected by new course see attached for class and new minor	
Approved by Department Chair <u>CB Mills</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UUPC Chair <u>Dan Meeroff</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____			Date <u>10/10/2021</u> _____ 10.28.21 11-3-2021 <u>11-8-21</u> <u>11-8-21</u> _____ _____

Email this form and syllabus to mjennning@fau.edu seven business days before the UUPC meeting.

SPORTS JOURNALISM
JOU 3313
FALL 2022
CRN xxxxx
FLORIDA ATLANTIC UNIVERSITY

Meets: W, F 11:00 am-12:20 PM
Location: CU 246
Course Website: <https://canvas.fau.edu>
Credit Hours: 3 credits
Instructor: Dr. Kevin Petrich
Email: Petrich@fau.edu

COURSE DESCRIPTION AND OBJECTIVES

This course will introduce students to the fundamentals of Sports Journalism.

There will be an emphasis on the broadcaster's simultaneous responsibilities to report, to inform and to entertain with a focus on preparation and the development of a comfortable and conversational on-air style. In addition to the principles of Play-by-Play, topics of discussion will include the many hats a sports broadcaster must wear in the modern multi-media world, the rapidly evolving business of Sports Broadcasting.

Through classroom lectures, the study and analysis of industry-leading professionals and their work, guest speakers, as well as hands-on assignments that will be carefully reviewed and thoroughly critiqued, students will receive a well-rounded introduction to Sports Broadcasting.

REQUIRED COURSE MATERIALS

Supplemental Textbook: Sports Broadcasting. Kevin Hull (2022). Human Kinetics, Publisher.

Readings: On Canvas, weekly readings will be posted.

Recording Device/Editing Software: All students will need a digital audio recording device. While a small hand-held digital audio recorder is preferred, your smartphone will be sufficient for the purpose of this introductory course. It is expected that you'll be able to use any basic audio editing software of your choice. This could be Adobe Audition, the free Audacity app or any other application, including readily-available smartphone apps like Voice Memos, with which you're comfortable.

Digital Landing Page: You will need your own SoundCloud account, which is free and easy to create. You will upload completed assignments to your personal SoundCloud site in addition to uploading them to Canvas for evaluation.

REQUIRED LINKS FOR THIS COURSE

Creating a SoundCloud Account (FREE digital landing page):

<https://help.soundcloud.com/hc/en-us>

Downloading Audacity (FREE audio editing app):

<https://www.audacityteam.org/>

Downloading Adobe Audition (\$20.99/month—optional audio editing app):

<https://www.adobe.com/products/catalog.html>

Professional Development Podcasts (Available via Apple, Spotify or wherever you get your

podcasts):

- Broadcaster Hour* with Roger Hoover and Kyle Crooks (also available on YouTube)
- Play-by-Playcast* with Joel Godett

SUMMARY OF ASSIGNMENTS

More detailed explanations of each assignment will be discussed in class, but below are general descriptions of what will be required for each assignment this semester:

- 1) **CREATE A SOUNDCLOUD ACCOUNT/INTRODUCTION:** Prior to class on Friday, August 27, create a personal SoundCloud account to which you will upload ALL recorded assignments during the semester. At this time, you will also record a brief introduction, including your name, the reason you've registered for this course, any previous broadcasting and/or media experience you may have, sports and/or teams in which you're particularly interested, the names of a few sports broadcasters whose work you particularly admire and anything else you'd like to share that's pertinent to this course.

After creating your account and uploading your introduction to SoundCloud, please email the link to your SoundCloud page to geffnerg@fau.edu and upload your introduction to Canvas. EVERY TIME you complete a recorded assignment, you will 1) Upload it to your SoundCloud page and 2) Upload it to Canvas. **REMEMBER: YOUR ASSIGNMENT HAS NOT BEEN SUBMITTED UNTIL IT HAS BEEN UPLOADED TO CANVAS.**

- 2) **PREPARATION:** In advance of each play-by-play assignment, you will PREPARE for the event you will be broadcasting by submitting the following for that specific event (in writing via Canvas):

- ONE big-picture storyline for the game**
An over-arching theme for the broadcast. "This game matters because..."

EXAMPLE: "The first-place Chiefs have a chance to clinch home-field advantage throughout the playoffs with a win on Sunday, but the Broncos have won 5 of their last 6 and have climbed right back into the playoff race after a slow start."

- TWO anecdotal stories related to the game that you can weave into your broadcast**
Stories related to the teams, players or coaches involved that are unique and interesting. (In order to receive credit, you must include sourcing if you read or heard the information somewhere or identify the research tool you used if you researched it yourself).

The best anecdotal information is told to you by someone who is trustworthy and whose opinion is respected.

EXAMPLE (1): "Coach Davis told me he's never seen a quarterback more consistently accurate with the deep ball than Mason has been since the day he arrived on campus in 2019."—**SOURCE:** One-on-one conversation with Coach Davis on August 18, 2021.

You can also read or research anecdotal nuggets.

EXAMPLE (2): "6-foot-9 Zdeno Chara of the Capitals is credited with the fastest slapshot in the NHL's Skills Competition at 108.8 MPH, a mark he set in 2012. While they didn't have access to today's technology to track things like this in the 1960s, the magazine Popular Mechanics did a story on the science of sports in 1968. In that story, Hall of Fame great Bobby Hull was said to have had his slapshot clocked at 118.3 MPH."—**SOURCE:** SI.com, January 22, 2021.

- THREE statistical nuggets related to the game that you can work into your broadcast**
Interesting numbers that help tell the story of the game

EXAMPLE (1): "With Texas A&M in Tuscaloosa to take on the Crimson Tide, Jimbo Fisher will look to become the first former Nick Saban assistant to ever beat the Alabama head coach. Saban assistants are 0-23 against him as head coaches."—**SOURCE:** 2021 Alabama Football Media Guide.

EXAMPLE (2): "Shohei Ohtani has a chance to become only the 3rd Angel to lead the American League in home runs, joining Reggie Jackson, who slammed 39 in 1982, and Troy Glaus, who slugged a club-record 47 in 2000."—**SOURCE:** Personal research on BaseballReference.com.

SUMMARY OF ASSIGNMENTS (Cont.)

- 3) **PLAY-BY-PLAY:** You will call and record segments of play-by-play from sporting events of your choice. You may broadcast a live or recently recorded game off of television or as it streams online. Or, if you chose to, you may attend the event in person and record your play-by-play at the venue.

Your play-by-play work will be evaluated based upon your ability to incorporate specific skills and lessons we discuss in class. These skills and lessons include (but are not limited to) preparation, description, pacing, energy and vocabulary. There will be an emphasis placed upon your continued development over the course of the semester and how you apply recommendations made by the instructor.

- 4) **STORYLINES:** You will choose an upcoming game and submit, in writing via Canvas, 3 important and interesting storylines upon which you would focus if you were broadcasting the game.

EXAMPLE (1): PATRIOTS-DOLPHINS ON SUNDAY...“With Cam Newton slowed by a sprained ankle, will Mac Jones see extensive playing time? How would that change the Pats’ game plan?”

EXAMPLE (2): “Tonight’s game matches the Avalanche, best in the NHL at converting power play opportunities, and the Canadiens, the best penalty-killing defense in the league.”

- 5) **WATCHING/LISTENING SUMMARY:** You will watch or listen to at least one hour of a live sporting event of your choice and submit a **recorded** summary of observations you made of things you found interesting. The summary will be at least 3-5 minutes. In addition to reporting one storyline, one anecdotal nugget and one statistical nugget you heard during the broadcast, some of the things to look for could include specific words or phrases used that you found interesting. How the broadcasters let their personalities shine through. A unique home run call? A joke? Did the play-by-play broadcaster do anything in particular you really liked?. Anything you didn’t like? What else stood out to you that your saw or heard by **watching and listening to the game as a broadcaster would, not necessarily as the typical fan would?**

- 6) **PROFESSIONAL DEVELOPMENT PODCAST:** You will listen to any episode of your choice of one of two Sports Play-by-Play Broadcasting professional development podcasts (*Broadcaster Hour* with Roger Hoover and Kyle Crooks or *Play-by-Playcast* with Joel Godett). These podcasts have both featured dozens of play-by-play voices—professional and college, local and national, covering various sports—many of whom you’ll likely know well. After listening to the episode of your choice, you will submit a **recorded** summary of the episode, at least 3-5 minutes in length. Among the topics you may cover: What interesting things did you learn about that specific broadcaster’s career journey? Did he or she offer any specific tips you found helpful? Did he or she say anything that surprised you? Did you learn anything about the Sports Broadcasting business in this episode? Is there something you wish the interviewers would have asked? What else stood out to you during the conversation?

- 7) **SCENE SETTER:** You will **record** a game-opening scene setter of approximately 60-90 seconds for an upcoming sporting event of your choice. You’ll welcome fans to the broadcast, introduce yourself, tell us who’s playing and set the stage for the match-up with some interesting context for the game. You’ll then wrap up the segment by sending us to a commercial break, but don’t forget to make sure we know kickoff, faceoff, first pitch, tipoff or whatever it may be is coming up next!

- 8) **BLOG:** You will **write** a blog entry of at least 750 words for the team of your choice’s web site as though you are the play-by-play voice of that team. You’ll update us on the latest news and notes regarding the team (the kind of information you would uncover in your own preparation for the broadcast). And, of course, you’ll incorporate some kind of promotion of your next broadcast.

- 9) **INTERVIEW:** You will conduct and **record** an interview (minimum 5-10 minutes).

- 10) **PODCAST:** You will **record** a podcast, either solo or with one classmate partner of your choice, on an assigned topic. The podcast will run at least 10 minutes if you host it solo, or at least 15 minutes if you work with a partner. Come up with a clever name for your podcast, and make it as informative and entertaining as possible.

- 11) **FINAL PROJECT:** This project, details of which will be assigned at a later date, will serve as your FINAL EXAM for the course.

CLASS MEETING SCHEDULE AND ASSIGNMENT DUE DATES

All assignments are due by the start of class on the date listed below

(Assignments that are underlined are recorded and must be submitted via Canvas and uploaded to your SoundCloud page)

THIS SCHEDULE IS SUBJECT TO REVISION

WEEK 1

Wednesday, August 25

Friday, August 27

DUE: Create your SoundCloud account and record your Introduction

WEEK 2

Wednesday, Sept. 1

Friday, Sept. 3

DUE: Preparation #1 (submitted in writing via Canvas)

DUE: Play-by-Play #1 (5-10 minutes)

WEEK 3

Wednesday, Sept. 8

Friday, Sept. 10

DUE: Storylines (submitted in writing via Canvas)

DUE: Watch/Listen Summary #1 (at least 3-5 minutes)

WEEK 4

Wednesday, Sept. 15

Friday, Sept. 17

DUE: Professional Development Podcast Summary #1 (at least 3-5 minutes)

WEEK 5 (LAMBDA PI ETA INTEGRITY WEEK)

Wednesday, Sept. 22

Friday, Sept. 24

DUE: Preparation #2 (submitted in writing via Canvas)

DUE: Play-by-Play #2 (15-20 minutes)

WEEK 6

Wednesday, Sept. 29

Friday, Oct. 1

DUE: Scene Setter (60-90 seconds)

WEEK 7

Wednesday, Oct. 6

Friday, Oct. 8

DUE: Blog (at least 750 words, submitted in writing via Canvas)

WEEK 8

Wednesday, Oct. 13

Friday, Oct. 15

DUE: Preparation #3 (submitted in writing via Canvas)

DUE: Play-by-Play #3 (15-20 minutes)

WEEK 9

Wednesday, Oct. 20

Friday, Oct. 22

DUE: Watch/Listen Summary #2 (at least 3-5 minutes)

WEEK 10

Wednesday, Oct. 27

Friday, Oct. 29

DUE: Professional Development Podcast Summary #2 (at least 3-5 minutes)

WEEK 11

Wednesday, Nov. 3

Friday, Nov. 5

WEEK 12

Wednesday, Nov. 10

Friday, Nov. 12

DUE: Interview (minimum 5-10 minutes)

WEEK 13

Wednesday, Nov. 17

Friday, Nov. 19

DUE: Podcast (at least 10 minutes if solo; at least 15 minutes if with a partner)

WEEK 14

Wednesday, Nov. 24

Friday, Nov. 26

NO CLASS (THANKSGIVING BREAK)

WEEK 15

Wednesday, Dec. 1

Friday, Dec. 3

DUE: Preparation #4 (submitted in writing via Canvas)

DUE: Play-by-Play #4 (20-30 minutes)

FINAL PROJECT

DUE: UPLOADED TO CANVAS BY 11 A.M., MONDAY, DEC. 13

GRADING

Your grade in this course will be cumulative, based upon your performance on a variety of assignments and projects throughout the semester as well as your regular attendance and participation in class.

All assignments should be submitted prior to the start of class on the day on which they are due.

Any work turned in after the beginning of class (11 a.m.) on the day it is due without advance permission from the instructor will be eligible to receive only half credit. For example, an assignment worth up to 20 points that is turned in late without prior consent will be eligible to receive a maximum of only 10 points. A grade that would have been an 18 becomes a 9.

ASSIGNMENT	MAX. POINT VALUE
Create SoundCloud Account/Introduction	5 points
Preparation #1	15 points
Play-by-Play #1	10 points
Storylines	15 points
Watch/Listen Summary #1	10 points
Professional Development Podcast Summary #1	10 points
Preparation #2	15 points
Play-by-Play #2	15 points
Scene Setter	15 points
Blog	15 points
Preparation #3	15 points
Play-by-Play #3	20 points
Watch/Listen Summary #2	10 points
Professional Development Podcast Summary #2	10 points
Interview	20 points
Podcast	20 points
Preparation #4	15 points
Play-by-Play #4	25 points
Attendance and Participation*	40 points
Final Project	50 points
	350 points

***Attendance and Participation** is worth up to **40 points**. Students will lose 1 point for every unexcused class absence. Participation in class discussions is strongly encouraged. Students contribute to the course by frequently sharing their thoughts and opinions and asking meaningful questions that may generate further conversation. At the end of the semester, they will be evaluated on the quality of their semester-long in-class participation.

FINAL GRADING SCALE

A	=	323 points - 350 points
A-	=	313 points - 322 points
B+	=	302 points - 312 points
B	=	288 points - 301 points
B-	=	278 points - 287 points
C+	=	265 points - 277 points
C	=	250 points – 264 points
C-	=	243 points - 249 points
D+	=	232 points - 242 points
D	=	218 points - 231 points
D-	=	206 points - 217 points
F	=	0 points - 205 points

IF YOU ARE UNABLE TO SUBMIT AN ASSIGNMENT VIA CANVAS

If, at any time, you have a technical issue and are unable to submit a completed assignment via Canvas, email the instructor BEFORE THE CLASS WHEN THE ASSIGNMENT IS DUE at geffnerg@fau.edu to make him aware of the issue you are encountering. If you are unable to submit an assignment via Canvas, you may try to email it to the instructor at geffnerg@fau.edu; however, this email should be separate from the email explaining your technical issue as some audio files may be too large to transmit via email, and your email may not be received.

ATTENDANCE POLICY

Students are expected to attend all scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Make-up work will be permitted for excused absences.

All absences are unexcused with the following exceptions (with an emailed explanation and proper written documentation):

- 1) Illness and medical emergencies involving the student or immediate family.
- 2) Military obligation (with advance notice to instructor via email).
- 3) Court-imposed legal obligations (with advance notice to instructor via email).
- 4) Participation in University-approved activities (with advance notice to instructor via email). Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities.
- 5) Religious observances (with advance notice to instructor via email).

It is the student's responsibility to notify the instructor prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next class meeting.

CODE OF ACADEMIC INTEGRITY POLICY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards, because it interferes with the University's mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

DISABILITY POLICY

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

RECORDING POLICY

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

COVID-19 STATEMENT

Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/> In classes with face-to-face components, quarantined or isolated students should notify the instructor immediately as you will not be able to attend class. The instructor will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

RELIGIOUS ACCOMMODATIONS

Any student, upon notifying his or her instructor, will be excused from class or other scheduled academic or educational activity to observe a religious holy day of his or her personal faith. Such notification shall be made no later than the end of the second week of the applicable academic term. Students shall not be penalized due to absence from class or other scheduled academic or educational activity because of religious observances, practices or beliefs. Students should review course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from successfully completing the academic requirements of a course. Students who are excused from class or a specific work assignment or other academic or educational activity for the purpose of observing a religious holy day will be responsible for the material covered in their absence, but shall be permitted a reasonable amount of time to make up any missed work. Missed work shall be made up in accordance with a timetable set by the student's instructor or as prescribed by the instructor at the beginning of the academic term.