Cover Sheet: Request 13530

RTV 3XXX Introduction to Sports Production

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	David Ostroff dostroff@ufl.edu
Created	1/18/2019 5:03:39 PM
Updated	1/18/2019 6:16:09 PM
Description of request	We are proposing a new course, RTV 3XXX, Introduction to Sports Production

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	JOU - Telecommunicatio 012303000	David Ostroff		1/18/2019
RTV 3XXX Intro to Sports Production.docx Intro to Sports Production-Rubrics.pdf					1/18/2019 1/18/2019
College	Approved	JOU - College of Journalism and Communications	Michael Weigold		1/18/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/18/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13530

Info

Request: RTV 3XXX Introduction to Sports Production
Description of request: We are proposing a new course, RTV 3XXX, Introduction to Sports Production
Submitter: David Ostroff dostroff@ufl.edu
Created: 1/18/2019 1:50:29 PM
Form version: 1

Responses

Recommended Prefix RTV
Course Level 3
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Introduction to Sports Production
Transcript Title Intro Sports Prod
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing No
Co-Listing Explanation N/A
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description Prepare students for Sports Broadcasting Production (RTV 4929), by developing professional skills specific to sports media. Through active participation and hands-on experiences, students will sharpen storytelling skills and develop shooting and editing abilities. Students will cover multiple sports, giving them opportunities to create diversified content for their professional portfolio.
Prerequisites VIC3001 Sight, Sound and Motion &
(MMC2121 Writing Fundamentals (3) OR JOU3101 Reporting (3) OR RTV 2100)

Co-requisites None

Rationale and Placement in Curriculum Students in the sports media program have had the option to take an advanced sports production course for a while, but too many of them are lacking the necessary production knowledge and skills to be able to take that course. The creation of this class fills the gap and will become a requirement in the curriculum of the sports media specialization within the Journalism major. It will also be an elective for other majors in the College of Journalism and Communications. Students will learn how to produce sports videos, a skill that has become essential in today's sports job market.
Course Objectives 1) Enhance your story idea generating, news gathering, interviewing, reporting, writing, shooting and editing skills;
2) Produce digital content to increase audience reach and engagement;
3) Develop sports broadcasting production techniques;
4) List a great variety of sports to report on (instead of focusing on the Big Four);
5) Discuss the transcendent value of sports in society.

Course Textbook(s) and/or Other Assigned Reading Jim Owens, Television Sports Production 5th edition. New York: Focal Press, 2015

Weekly Schedule of Topics Week 1 – Introduction & Overview
Week 2 – Checking out Equipment. Basics of shooting video (reminders)
Week 3 – Basics of editing video (reminders)
Week 4 – Sports interviews & Writing for sports videos
Week 5 – Projects lab
Week 6 – Sports TV News
Week 7 – Social media & Sports videos
Week 8 – Projects lab
Week 9 – Live sports production
Week 10 – Live sports production
Week 11 – Projects lab
Week 12 – Features
Week 13 – Projects lab
Week 14 – Resume reel
Week 15 – Projects lab
Week 16 – Projects lab

Links and Policies All students are expected to follow the University of Florida Honor Code. The full text of the Honor Code can be found on the Dean of Students Office's website. Any violation of the honor code will result in the student being dismissed from the journalism program and reported to the Honor Court. Note that plagiarism specifically is unforgivable in journalism. It essentially ends a journalist's career.

DISABILITY STATEMENT:
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Please contact Disability Services if you have any documented special needs that could affect your performance in this class. Email: accessuf@dso.ufl.edu Voice: 352-392-8565 x200

ONLINE COURSE EVALUATION PROCESS: "Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results. "

Grading Scheme
Final grade will be calculated as follows:
Involvement and participation 10%
Assignments 70%
Final Project 20%

The involvement and participation grade includes students' active participation in class, group activities and discussions, and the completion of some online activities and in-class exercises & quizzes.

Assignments will include (in chronological order):
- One short Voice-Over video (VO – 20"-30")
- One VO followed by a quote of someone's interview (VO/SOT – 35-45")
- One VO/SOT/VO video (45-60")
- One written exercise critiquing a live video production
- Three packaged videos, including at least one feature story and one news story
- One reel (reporter, videographer, producer or other position of interest) to upload on an online portfolio that will also feature the three packages produced in the class

The Final Project will consist of producing two full sportscasts before the end of the semester. The first one will be a trial run for the second one, so the latter will account for more of the grade.

Instructor(s) Dr. Roxane Coche

VO RUBRIC

Student: Assignment: Grade:

CATEGORY	20 / 19 / 18 / 17 / 16	15 / 14 / 13 / 12 / 11 / 10	9 / 8 / 7 / 6 / 5 / 4	3 / 2 / 1	Score
Shooting	Shooting met all technical requirements for production, including: B-roll shots were well-composed, stable, and clearly and accurately conveyed the story's *visual* elements; no distracting issues with lighting; audio elements were acceptable for broadcast.	Visual elements included at least 70% of the visual elements required for clear and accurate storytelling. Some improvement needed in shot composition, lighting, and/or field audio.	Visual elements included at least 50% of the visual elements required for clear and accurate storytelling. Significant improvement needed in shot composition, lighting, and/or audio.	Shooting did not meet the technical or content requirements for broadcast-quality video and meaningful storytelling.	
Editing	Editing met all technical requirements for post-production, including broadcast-quality video and audios, including: B-roll demonstrated thoughtful <u>video sequencing.</u> VO met specific graphics requirements for assignment.	Editing showed some sequencing but could have used more descriptive shots to convey action, cause, and effect. Some errors in the supers and locators (e.g. spelling, placement).	Editing did not employ video sequences and B-roll shots appeared to be inserted in a random order, without sufficient thought to matching script copy. Editing also included jump cuts or repeat shots due to lack of adequate B-roll.	Editing did not meet the technical or content requirements for broadcast-quality video and meaningful storytelling.	
Quality of writing (incl. grammar, spelling, punctuation, & broadcast style)	Script demonstrates considerable time, effort, and thought to the writing process (prewriting, drafting, reviewing, and editing). Meets most or all requirements for accuracy, clarity, and brevity. Writing demonstrates conversational tone and appropriate syntax for broadcast. There are no grammar, spelling or punctuation errors in the final draft. STYLE: Script meets all AP Style requirements for numbers, acronyms, abbreviations, pronouncers, and locators.	Script demonstrates sufficient time and effort to the writing process but one or more elements of clarity and/or brevity still need attention. Writing may need more work to sound conversational. There are 2-3 grammar, spelling or punctuation errors in the final draft. STYLE: Almost all (about 90%) of the Style requirements were met.	Script demonstrates some time and effort to the writing process but ignores many elements of clarity and/or brevity. Does not sound suited to broadcast journalism; sounds more like print style. Would benefit from more thorough revision and proofreading. There are 4-5 grammar, spelling and punctuation errors in the final draft. STYLE: Some (about 75%) of the style requirements were met.	Script reflects little effort, substandard proofreading, and lack of quality revision for concise and clear writing. The final draft has more than 5 spelling and punctuation errors. Style requirements were not met.	
Story organization- Clear storyline delivers what was promised in the lead.	The story is very well organized. The script includes an **appropriate lead**, a middle that **advances logically**, and an **end-fact that looks to the future.**	The story is fairly well organized. 1-2 ideas or elements may seem out of place but the viewer would still get an accurate gist of the story promised in the lead.	The story is hard to follow. The chronology of events is unclear and a viewer may be likely to misinterpret the meaning or context of the information.	Information is released in a random order and the script lacks clarity and accuracy because of it.	
Script format requirements— Including proper AUDIO, VIDEO & GRAPHIC notations.	The script follows the appropriate format. Elements in the video column align with the appropriate audio elements.	Almost all (about 80%) of the script format requirements were met. The errors that exist are unlikely to cause major confusion for talent and/or crew (photographers, editors, etc.).	Less than 50% of the script format requirements were met, and talent and technical crew could have trouble figuring out what to do based on this script as a "roadmap."	The script fails to meet most of the script format requirements and will cause major errors for the talent and/or technical crew.	

ADDITIONAL COMMENTS:

VO/SOT RUBRIC

Student: Assignment: Grade:

CATEGORY	10 9 8	7 6 5	4 3 2	1	Score
Story organization- Clear storyline that delivers what is promised in lead.	The story is very well organized. The script includes an **appropriate lead**, a middle that **advances logically**, and an **end-fact that looks to the future.**	The story is fairly well organized. 1- 2 ideas or elements may seem out of place but the viewer would still get an accurate gist of the story promised in the lead.	The story is hard to follow. The chronology of events is unclear and a viewer may be likely to misinterpret the meaning or context of the information.	Information is released in a random order and the script lacks clarity and accuracy because of it.	
Primary Sources Interviews and soundbite selection.	Primary sources provided expert input and facts. Interview reflect thoughtful questions meant to elicit *fact,* not opinion. Soundbite selection for the script is appropriate and informative.	Interview transcripts reflect some need for better research and preparation prior to the interview process. Soundbite selection is adequate but there's room to consider better SOTs for a clearer story.	Did not meet requirements for number of type of primary sources for assignment; interview transcripts missing or incomplete; or, reflect little preparation. Soundbite selection seems random.	The script fails to meet the requirements for adequate primary source interviews and soundbite selection.	
Secondary Sources -- Accuracy and high-value information; research shows depth & quality to provide new & specific facts	Information comes from quality SECONDARY sources that were appropriately vetted. All facts presented in the story are accurate and **correctly attributed** to the appropriate secondary source.	The story facts are accurate but not attributed, OR, are not attributed correctly for broadcast, i.e. attribute *first*. Facts may also not be the most current, or best suited, to the subject; or, could have come from a better secondary source.	The story facts and/or attribution are inaccurate or inappropriate. The writer did not interpret the source material correctly and wrote inaccurate or general information; **or** included assumptions instead of facts.	The story presents assumptions, hearsay, or speculation as facts. Fails to provide high-value info.	
Script format requirements— Including proper AUDIO, VIDEO & GRAPHIC notations.	The script follows the appropriate format. Elements in the video column align with the appropriate audio elements.	Almost all (about 80%) of the script format requirements were met. The errors that exist are unlikely to cause major confusion for talent and/or crew (photographers, editors, etc.).	Less than 50% of the script format requirements were met, and talent and technical crew could have trouble figuring out what to do based on this script as a "roadmap."	The script fails to meet most of the script format requirements and will cause major errors for the crew.	

CATEGORY	20 / 19 / 18 / 17 / 16	15 / 14 / 13 / 12 / 11 / 10	9 / 8 / 7 / 6 / 5 / 4	3 / 2 / 1	Score
Quality of writing (incl. grammar, spelling, punctuation, & broadcast style)	Script demonstrates considerable time, effort, and thought to the writing process (prewriting, drafting, reviewing, and editing). Meets most or all requirements for accuracy, clarity, and brevity. Writing demonstrates conversational tone and appropriate syntax for broadcast. There are no grammar, spelling or punctuation errors in the final draft. STYLE: Script meets all AP Style requirements for numbers, acronyms, abbreviations, pronouncers, and locators.	Script demonstrates sufficient time and effort to the writing process but one or more elements of clarity and/or brevity still need attention. Writing may need more work to sound conversational. There are 2-3 grammar, spelling or punctuation errors in the final draft. STYLE: Almost all (about 90%) of the Style requirements were met.	Script demonstrates some time and effort to the writing process but ignores many elements of clarity and/or brevity. Does not sound suited to broadcast journalism; sounds more like print style. Would benefit from more thorough revision and proofreading. There are 4-5 grammar, spelling and punctuation errors in the final draft. STYLE: Some (about 75%) of the style requirements were met.	Script reflects little effort, substandard proofreading, and lack of quality revision for concise and clear writing. The final draft has more than 5 spelling and punctuation errors. Style requirements were not met.	
Shooting	Shooting met all technical requirements for production, including: Interviews were well-framed and followed the "rule of thirds"; B-roll shots were well-composed, stable, and clearly and accurately conveyed the story's *visual* elements; no distracting issues with lighting; audio elements were acceptable.	Visual elements included at least 70% of the visual elements required for clear and accurate storytelling. Some improvement needed in shot composition, lighting, and/or field audio.	Visual elements included at least 50% of the visual elements required for clear and accurate storytelling. Significant improvement needed in shot composition, lighting, and/or audio.	Shooting did not meet the technical or content requirements for broadcast-quality video and meaningful storytelling.	
Editing	Editing met all technical requirements for post-production, including broadcast-quality video and audios, including: B-roll demonstrated thoughtful video sequencing. VO/SOT met specific graphics requirements for assignment, including accurate and appropriate supers.	Editing showed some sequencing but could have used more descriptive shots to convey action, cause, and effect. Some errors in the supers (e.g. spelling, placement). VO/SOT did not fully meet requirements for graphics, such as supers and locators.	Editing did not employ video sequences and B-roll shots appeared to be inserted in a random order, without sufficient thought to matching script copy. Editing included jump cuts or repeat shots. Story included significant errors in the supers.	Editing did not meet the technical or content requirements for broadcast-quality video and meaningful storytelling.	

ADDITIONAL COMMENTS:

PKG RUBRIC

Student: Assignment: Grade:

CATEGORY	10 9 8	7 6 5	4 3 2	1	Score
Story organization- Clear storyline that delivers what is promised in lead.	The story is very well organized. The script includes an **appropriate lead**, a middle that **advances logically**, and an **end-fact that looks to the future.**	The story is fairly well organized. 1- 2 ideas or elements may seem out of place but the viewer would still get an accurate gist of the story promised in the lead.	The story is hard to follow. The chronology of events is unclear and a viewer may be likely to misinterpret the meaning or context of the information.	Information is released in a random order and the script lacks clarity and accuracy because of it.	
Sources Primary & Secondary	Primary sources provided expert input and facts. Interview reflect thoughtful questions meant to elicit *fact,* not opinion. Soundbite selection for the script is appropriate and informative. Information comes from quality SECONDARY sources that were appropriately vetted. All facts presented in the story are accurate and **correctly attributed** to the appropriate secondary source.	Interview transcripts reflect some need for better research and preparation prior to the interview process. Soundbite selection is adequate but there's room to consider better SOTs for a clearer story. The story facts are accurate but not attributed, OR, are not attributed correctly for broadcast, i.e. attribute *first*. Facts may also not be the most current, or best suited, to the subject; or, could have come from a better secondary source.	Did not meet requirements for number of type of primary sources for assignment; interview transcripts missing or incomplete; or, reflect little preparation. Soundbite selection seems random. The story facts and/or attribution are inaccurate or inappropriate. The writer did not interpret the source material correctly and wrote inaccurate or general information; **or** included assumptions instead of facts.	The script fails to meet the requirements for adequate primary source interviews and soundbite selection. The story presents assumptions, hearsay, or speculation as facts. Fails to provide high-value info.	
Audio	Audio met all technical requirements for post-production. Audio editing shows mastery.	Audio transition(s) missing. Mike placement affects quality of audio, but interviewee is still easily understood. Editing could be smoother.	Audio transition(s) missing. Mike placement affects quality of audio to the extent that understanding is difficult. Editing has "audio jump cuts."	Audio did not meet the technical or content requirements for broadcast quality.	
Script format requirements— Including proper AUDIO, VIDEO & GRAPHIC notations.	The script follows the appropriate format. Elements in the video column align with the appropriate audio elements.	Almost all (about 80%) of the script format requirements were met. The errors that exist are unlikely to cause major confusion for talent and/or crew (photographers, editors, etc.).	Less than 50% of the script format requirements were met, and talent and technical crew could have trouble figuring out what to do based on this script as a "roadmap."	The script fails to meet most of the script format requirements and will cause major errors for the crew.	

CATEGORY	20 / 19 / 18 / 17 / 16	15 / 14 / 13 / 12 / 11 / 10	9 / 8 / 7 / 6 / 5 / 4	3 / 2 / 1	Score
Quality of writing (incl. grammar, spelling, punctuation, & broadcast style)	Script demonstrates considerable time, effort, and thought to the writing process (prewriting, drafting, reviewing, and editing). Meets most or all requirements for accuracy, clarity, and brevity. Writing demonstrates conversational tone and appropriate syntax for broadcast. There are no grammar, spelling or punctuation errors in the final draft. STYLE: Script meets all AP Style requirements for numbers, acronyms, abbreviations, pronouncers, and locators.	Script demonstrates sufficient time and effort to the writing process but one or more elements of clarity and/or brevity still need attention. Writing may need more work to sound conversational. There are 2-3 grammar, spelling or punctuation errors in the final draft. STYLE: Almost all (about 90%) of the Style requirements were met.	Script demonstrates some time and effort to the writing process but ignores many elements of clarity and/or brevity. Does not sound suited to broadcast journalism; sounds more like print style. Would benefit from more thorough revision and proofreading. There are 4-5 grammar, spelling and punctuation errors in the final draft. STYLE: Some (about 75%) of the style requirements were met.	Script reflects little effort, substandard proofreading, and lack of quality revision for concise and clear writing. The final draft has more than 5 spelling and punctuation errors. Style requirements were not met.	
Shooting	Shooting met all technical requirements for production: Interviews were well-framed; B-roll shots were well-composed, stable, and clearly and accurately conveyed the story's *visual* elements; no distracting issues with lighting; audio elements were acceptable.	Visual elements included at least 70% of the visual elements required for clear and accurate storytelling. Some improvement needed in shot composition and/or lighting.	Visual elements included at least 50% of the visual elements required for clear and accurate storytelling. Significant improvement needed in shot composition and/or lighting.	Shooting did not meet the technical or content requirements for broadcast-quality video and meaningful storytelling.	
Editing	Editing met all technical requirements for post-production, including broadcast-quality video & B-roll demonstrated thoughtful <u>video sequencing.</u> PKG met specific graphics requirements for assignment, including accurate and appropriate supers.	Editing showed some sequencing but could have used more descriptive shots to convey action, cause, and effect. Some errors in the supers (e.g. spelling, placement). PKG did not fully meet requirements for graphics, such as supers and locators.	Editing did not employ video sequences and B-roll shots appeared to be inserted in a random order, without sufficient thought to matching script copy. Editing included jump cuts or repeat shots. Supers included errors.	Editing did not meet the technical or content requirements for broadcast-quality video and meaningful storytelling.	

ADDITIONAL COMMENTS:

RTV 3XXX: INTRO TO SPORTS PRODUCTION

Instructor: Roxane Coche, Ph.D.

Course description

Welcome to RTV 4930! Introduction to Sports Production is meant to prepare students for Sports Broadcasting Production (RTV 4929). It is designed to develop professional skills specific to sports media. Through active participation and hands-on experiences, students will sharpen their storytelling skills and develop their shooting and editing abilities. All students will have to cover a variety of sports, giving them the opportunity to create diversified content for their professional portfolio.

Goals

This class is about producing sports for broadcast. The overall objective for this class is for you to learn how to function as a sports broadcast professional in 2018 and beyond. As such, by the end of the semester, you will have:

1) Enhanced your story idea generating, news gathering, interviewing, reporting, writing, shooting and editing skills;
2) Produced digital content to increase audience reach and engagement;
3) Developed sports broadcasting production techniques;
4) Become (more) knowledgeable about a variety of sports;
5) Learned about the transcendent value of sports in society.

Course materials

The textbook for the class is *Television Sports Production* (5th edition) by Jim Owens, published by Focal Press. ISBN:1138781304 / ISBN13:9781138781306

You should also all have an external hard drive of <u>at least</u> 250 GB. You will use it to store your footage and save your projects. Please bring it to every class.

Additionally, you will check out gear from the G020 Equipment Room for your projects and must follow all established policies. Failure to do so will result in automatic suspension of G020 checkout privileges as well as grade deductions on coursework. Students who check out G020 gear are also required to pay for any damage to equipment beyond normal professional wear & tear, and to pay for replacement of any items lost or destroyed.

Some rules

Here are a few rules to follow for this to be a successful course:

1. Be professional
Respect your classmates, their work and their views. Listen to your classmates' opinions before voicing your own. All in all be polite, professional and respectful when expressing yourself.
Please also respect your classmates' and my time. Class will start and end on time. If you must walk in late or leave class early for some important commitment, please email or see me before the day that you will be doing so.

2. Be prepared
As the old adage goes, "by failing to prepare, you are preparing to fail," so come fully prepared for each session. Do the required reading and complete the assignments to the best of your abilities. This preparation will help you retain the materials and make class discussions richer.

3. Be engaged
My role is akin to that of a coach. You are the players, the main actors of this course. Get involved!

Deadlines
Remember there's a reason "DEAD" makes up half the word "deadline." All deadlines are firm, especially in the media industry. You are responsible for turning in all projects on the date and time they are due. If you cannot make it to class that day, you are still responsible for uploading your project where appropriate. Exceptions may be made for extraordinary circumstances if the student notifies the instructor prior to the due date.

Assignments
When applying for a job, employers may discard your application for not following basic instructions. To get you ready for these expectations, you will have to follow every single instruction on any given assignment. <u>Failure to do so will earn you a grade of zero.</u> Detailed instructions for all assignments are available on Canvas.

Honor Code
All students are expected to follow the University of Florida Honor Code. The full text of the Honor Code can be found on the [Dean of Students Office's website](). Any violation of the honor code will result in the student being dismissed from the journalism program and reported to the Honor Court. Note that plagiarism specifically is unforgivable in journalism. It essentially ends a journalist's career.

Disability Statement:
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Please contact Disability Services if you have any documented special needs that could affect your performance in this class.
Email: [accessuf@dso.ufl.edu]() Voice: 352-392-8565 x200

Online Course Evaluation Process:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Grading

You will be given extensive feedback throughout the semester on each of your projects. Your course grade is based on your involvement and participation in the course, your individual projects and a semester-long team project. Short descriptions of these assignments are below. Detailed descriptions are on Canvas. Final grades will be calculated as follows:

Involvement and participation	10%
Assignments	70%
Class Project	20%

NOTE: You will be required to provide a script for most of your assignments.

Involvement and Participation (10%)

My role is to efficiently guide the class throughout the semester, but it is your responsibility, as a class, to bring all projects to fruition. This course will be successful only if all of you participate. Thus, part of your overall grade will be determined by your active involvement in class, group activities and discussions. This includes online activities. All ungraded exercises and activities are taken into consideration for your participation grade. The first task is for you to email me a YouTube video of your favorite sporting moment as soon as you finish reading this syllabus.

Assignments (60%)

Assignments will include (in chronological order):
- One short Voice-Over video (VO – 20"-30")
- One VO followed by a quote of someone's interview (VO/SOT – 35-45")
- One VO/SOT/VO video (45-60")
- One written exercise critiquing a live video production
- Three packaged videos, including at least one feature story and one news story
- One reel (reporter, videographer, producer or other position of interest) to upload on an online portfolio that will also feature the three packages produced in the class

All assignments will be assessed based on the following criteria:
- Shooting;
- Editing;

- Grammar & Broadcast Style;
- Depth and accuracy of reporting;
- Clarity;
- Story organization;
- Storytelling flow.

Note: **Errors of fact (including misspellings of proper names) will lower your grade by 20 points each time they appear in a story.** This deduction is not an arbitrary punishment. Such errors go to the heart of credibility for you and your organization. Factual mistakes can also have serious legal ramifications, such as libel suits. **Easily avoidable mistakes (missing words, typos, basic spelling errors) will cost 5 points each**.

Class Project (30%)

You will team up for a semester-long documentary project, whose topic will be discussed in the beginning of the semester. More details will be given in class and on Canvas.

Tentative Schedule

Week 1 – Introduction & Overview
Week 2 – Checking out Equipment. Basics of shooting video (reminders)
Week 3 – Basics of editing video (reminders)
Week 4 – Sports interviews & Writing for sports videos
Week 5 – Sports TV News
Week 6 – Social media & Sports videos
Week 7 – Projects lab – Preparing for first sportcast
Week 8 – Projects lab – Filming first sportscast
Week 9 – Live sports production
Week 10 – Live sports production
Week 11 – Projects lab
Week 12 – Features
Week 13 – Projects lab
Week 14 – Resume reel
Week 15 – Projects lab – Finalizing online portfolios and Preparing for second sportscast
Week 16 – Projects lab – Filming second sportscast