Fundamentals of Sports Content Creation — CCIM 125

Section 1 — Fall 2026 — Tuesday & Thursday — 9:30-10:45 a.m.

Instructor Information

Dr. Adam J. Kuban
Art & Journalism Building (Office #385)
Ball State University, Muncie, IN

Office Hours:
Please contact me so we can arrange an appointment. I'm happy to meet with you.

General Course Information

This course meets every Tuesday and Thursday from 9:30-10:45 a.m. in room 414 in the Teachers College (TC) Building — unless I specify otherwise.

CCIM 125 will stress the importance of basic writing fundamentals, high ethical standards and essential values for sports journalists. The course will also explore basic multimedia production, introducing audio, video, photo, and/or graphics as integral complements to sports-related storytelling.

Specifically, you will learn the basic principles and best practices of writing, reporting and editing for multiple media and will write stories using online / print and broadcast styles.

You'll have a thorough introduction to Associated Press (AP) Style.

Course writing assignments will reinforce the elements of good writing (e.g., factual accuracy, quotation/attribution technique, clarity, conciseness, mechanical details) and the conceptual similarities of news coverage while recognizing the stylistic (production) differences of writing for various media audiences. The course will include the preparation of stories using the inverted pyramid and other text-based story formats and radio / broadcast scripts. Finally, students will learn how to generate high-quality albeit introductory multimedia through TBD software programs such as Adobe Premiere.

While sports content remains the emphasis in CCIM 125, there will be analysis, discussion and production of non-sports-related content too.

You must **engage** with the course content as much as possible to achieve the intended course outcomes (listed later). Assignments and quizzes as applicable will reinforce this expectation.

It is usually expected that students will spend approximately 2-3 hours of study time *outside* of class every week for every ONE credit hour. Since this is a THREE-credit-hour course, you should thus expect to study roughly 6-9 hours **each week** for this course alone. However, this is a general estimate; more or less time may be required depending on other factors such as your comprehension of course concepts or your work ethic.

Please NOTE: While this course is situated around fundamentals, that does not automatically equate to "an easy A" or imply that you will quickly and successfully grasp all concepts presented throughout the semester. Journalistic storytelling is rather formulaic and procedural: It is governed by grammatical and stylistic rules as well as industry norms and best practices that may be completely new to you. If you've previously taken a journalism class — and not just an English class! — then you *might* grasp and apply the aforementioned concepts more quickly than others. Regardless, you may discover that you need to spend more time and effort than anticipated to achieve the letter grade you desire in this course.

Required Texts & Materials

Students enrolled in CCIM 125 must have the following texts:

"Field Guide to Covering Sports" (ISBN = 9781506315683) by Joe Gisondi

"Field Guide to Covering Sports, Second Edition" goes beyond general guidance about sports writing, offering readers practical advice on covering 20 specific sports. From auto racing to wrestling, author Joe Gisondi gives tips on the seemingly straightforward — like where to stand on the sideline and how to identify a key player — along with the more specialized — such as figuring out shot selection in lacrosse and understanding a coxswain's call for a harder stroke in rowing.

"The Associated Press (AP) Stylebook" (ISBN = 9781541605114)

The Associated Press (www.ap.org) is a not-for profit news cooperative that delivers fast, unbiased news from every corner of the world. Founded in 1846, AP today is the largest and most trusted source of independent news and information. Distributed by satellite and the Internet to more than 120 nations, AP services daily reach more than one billion people. With headquarters in New York City, the AP has over 3,700 employees in more than 300 locations worldwide.

Students enrolled should have "The Associated Press Stylebook" (2026-2028 edition) nearby for any/all writing assignments. Ideally, if you need to purchase this, then please purchase an online subscription for "The Associated Press Stylebook" since that is updated more often than the book, which is published every two years.

Additionally, you will view supplemental online texts and resources via links in Canvas.

For CCIM 125, students should also have access to the following resources:

You **do not** need to purchase a license to Adobe Premiere; however, we will use this software in this course — typically after spring break. The School of Journalism & Strategic Communication has Premiere installed on most computers, and you can find it on several computers across campus too. (See below in this syllabus (page 6) re: free access to Adobe Creative Cloud.)

You also should have access to personal storage space. There are numerous options: Google Drive, Dropbox, Microsoft OneDrive, external devices, etc. You should get in the habit of saving your work in multiple locations in the event of computer hard-drive failure.

At this point in your early career, you should make an earnest attempt to stay informed about the concepts we cover in class. While I won't dictate from which sources you should obtain content, I do encourage you to inform yourself via a variety of publications. For example, besides ESPN, I prefer to get my sports info from Bleacher Report, ATP and Tennis.com.

None of these require subscriptions (yet), so it's in your long-term interest to bookmark these and/or other sources that will augment your knowledge beyond the duration of this semester.

As you likely know, most news sites permit access to a limited number of stories for free until a pay wall occurs. Ball State University Libraries offers students ***free*** digital subscriptions (sort of — you pay for them via your fees) to The New York Times and The Wall Street Journal. Moreover, The Washington Post offers a discounted Academic Rate ($1.25/week).

Recommended Texts & Materials

The following texts are NOT required but recommended to enhance your knowledge about sports-related content creation:

- "Sports Journalism" (ISBN = 9781538117866) by Kathryn T. Stofer

Intended Course Outcomes

Over the course of the semester, you and I will work together to try to achieve the following outcomes. Additionally, I have aligned these Intended Course Outcomes with the established workplace competencies identified by the National Association of Colleges & Employers (NACE) in the table below:

1. Identify characteristics (or values) such as impact, conflict, proximity, timeliness, prominence, novelty & emotion that make a story newsworthy;
2. Write stories for different mediated platforms that use correct English grammar and AP Style;
3. Apply basic principles of graphic design and/or photographic storytelling to complement multimedia content;
4. Apply basic principles of video composition, lighting and pacing to shoot and edit video
5. Use natural sound and actualities to record and edit audio as elements of effective storytelling;
6. Discuss and employ ethical and legal standards and cultural considerations relevant to multimedia sports production.

Student Learning Outcomes:	**NACE Workplace Competencies:**
Identify characteristics (or values) such as impact, conflict, proximity, timeliness, prominence, novelty & emotion that make a story newsworthy.	Career and Self-Development; Critical Thinking

Write stories for different mediated platforms that use correct English grammar and AP Style.	Career & Self-Development; Communication
Apply basic principles of graphic design and/or photographic storytelling to complement multimedia content.	Career and Self-Development; Technology
Apply basic principles of video composition, lighting and pacing to shoot and edit video.	Career and Self-Development; Technology
Use natural sound and actualities to record and edit audio as elements of effective storytelling.	Career and Self-Development; Technology
Discuss and employ ethical and legal standards and cultural considerations relevant to multimedia sports production.	Career and Self-Development; Equity & Inclusion; Critical Thinking

School of Journalism & Strategic Communication Policies

ACEJMC Core Values & Competencies: The School of Journalism & Strategic Communication identifies CCIM 125 as substantially aligning with the following Core Values and Competencies defined by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC):

- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and service to all people and communities;
- Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Apply tools and technologies appropriate for the communications professions in which they work;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Attendance: This course functions primarily as a discussion-based seminar. Instruction will occur often to define and illustrate key concepts, but the overarching intent is to maintain a forum where ideas and insights reign supreme so as to facilitate personal exploration and understanding. In other words, there will be ample opportunity for questions, discussions and in-class exercises as time permits and topics demand.

You should come to EACH class session prepared to take notes in a manner that's most congruent with the way you learn.

Punctual attendance is expected and required in this course. Through your enrollment, you have thus contracted to be here, and I expect you to accept and fulfill that responsibility.

Inclement Weather: It is rare that the University completely shuts down due to weather; however, if that should occur, then you'll typically receive formal notification from the University c/o its emergency services. You might also receive notice via email and/or social-media push notifications. As a general rule, if the University is open, then we have class. Should the University close due to weather, then you should expect further instructions from me about how the course (content, assignments, etc.) will proceed until we can return to campus.

Absences for University Activities: The University expects its departments and programs that take students away from class meetings to schedule such events in a way that will minimize hindrance of orderly completion of course requirements. Such units must provide a written statement to the students describing the activity and stating as precisely as possible the dates of the required absence. The involved students must deliver this documentation to the instructor, preferably before the absence but in no event later than one week after the absence.

Prerequisites: None. But you need the desire to learn and engage.

Writing Statement: The School of Journalism & Strategic Communication regards writing proficiency as essential to the satisfactory completion of all journalism courses. Therefore, department instructors must monitor writing performance and language proficiency in all courses. Student grades must reflect both criteria. This means you will be graded on your spelling, punctuation and sentence structure.

Professional in Residence: The School of Journalism & Strategic Communication may provide virtual professional development and networking seminars each semester to provide industry insight and encouragement for our student majors. These events provide an opportunity for you to connect classroom instruction with current professional practices. They also help expand your professional network. The School may offer in person and/or Zoom-facilitated presentations.

University Policies & Resources

Canvas / Technology Assistance: The Ball State University Technology Helpdesk is designed with the IT support needs of online students in mind. At this site, you may access the IT knowledge base, find answers to FAQs, report a technology issue or request assistance, check on the status of your ticket, review your ticket history and/or join a remote assistance session.

The University also provides 24/7/365 support for Canvas via phone, email or chat. To access, just click the Help button at the bottom of the Global Navigation menu on the far left. Moreover, the Canvas app allows you to see your courses on the go and check your grades and assignments, join discussions (as applicable), watch video uploads from professors and more.

The Canvas app is compatible with both Apple and Google devices.

For online storage, the University offers students a Microsoft OneDrive account that you can access through your login & password credentials at: https://my.bsu.edu.

Finally, as a current student, you can download the latest Microsoft Office 365 ProPlus as well as Adobe Creative Cloud on most computers, tablets and smartphones at no cost to you. Request access and/or retrieve installation instructions from the IT Digital Tools page.

Academic Integrity: Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity.

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. **Unless otherwise indicated, you must work independently by yourself.** Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic-integrity violations include but are not limited to:

- Using resources not authorized by me / the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (e.g., Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission — giving away, buying, or selling: graded assignments, class notes, exams, study guides, or other course materials to other students or to third-party vendors (e.g., Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (e.g., passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

You're strongly encouraged to read the Student Academic Ethics Policy for more information.

As you work on and submit your assignments this semester, please know that using generative AI tools to complete your assignments can be a violation of Ball State's Academic Ethics Policy — unless the AI use is explicitly approved by the faculty member. **In this course, students may NOT submit any work generated by an AI program (such as ChatGPT, etc.) as their own.** Doing so is considered plagiarism. For any assignment(s) where AI use is permitted, I will have guidelines for that use. Work created outside of those guidelines will be considered an Academic Ethics Policy violation. If a student's grade is adversely affected by an academic ethics violation, faculty are required to report the violation to the Office of the Vice Provost for Academic Affairs who oversees the Student Academic Ethics policy and maintains records of its violations.

More information about the reporting process is available here.

BSU & Disability Statement: We are committed to ensuring that all members of the community are welcome through valuing the various experiences and worldviews represented at Ball State University and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact me / the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; **documentation of a disability needs to be on file in that office before any accommodations can be provided**. Disability Services can be contacted at 765-285-5293 or ***dsd@bsu.edu***.

Freedom of Expression: In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State University community with civility, courtesy, compassion, and dignity and respect, and we learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

Learning Center: The Learning Center offers free tutoring for many courses. We also provide writing and study skills tutoring. Students can make appointments for virtual (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit my.bsu.edu and click on "Navigate" in the Additional Tools section or just download the Navigate Student app. For more information, visit the site, call 765-285-1006 or send an email: learncenter@bsu.edu.

Counseling Center: The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, call 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

The Ball State Counseling Center sees students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to the website, can be found here.

CCIM Student Success & Advising: For academic advising and student success support, visit the CCIM Student Success and Outreach Hub **in BC 210**. Schedule an appointment with an academic advisor through Navigate or walk in during business hours for assistance from Student Success staff.

Basic Needs Hub: If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or are experiencing an emergency or crisis, help is available through

the Basic Needs Hub. The Basic Needs Hub has information, resources, and its personnel provides individualized support to students. To talk with a supportive staff member about your experience, receive one-on-one assistance, or learn more about resources, you can submit this Basic Needs Assistance Form.

Add/Drop or Withdrawal: According to Ball State University policy, registration matters and/or withdrawal from a course remains your responsibility.

Dropping or withdrawing from the course may affect your financial aid. Please visit the Scheduling & Registration web page for additional information.

Grade Disputes: A student who wishes to dispute a final course grade must first try to resolve the matter with me. Per university protocol, I must have your request in writing. I have five business days to respond to you, and if we ultimately cannot resolve the issue, then the student may dispute the grade — again, in writing — with the School director. The student must provide a substantive "supporting argument." Please view Section 6.7 of the Student Rights and Community Standards Code for supplemental information.

Student Rights: It is your responsibility to be familiar with your rights and responsibilities as a student at Ball State. Please visit the links embedded within this syllabus and the Student Code to keep yourself informed and knowledgeable. This code includes appendices that contain Ball State's policies on academic dishonesty, policy and procedures for appealing final grades, student leaves for funerals, etc.

Evaluation

37.5% In / Out of Class Exercises & Assignments, which will include:
- News discussions and/or reflections
- Exercises pertinent to course concepts
- Stories — written, multimedia, etc.

25% Quizzes, which typically include:
- Mechanics (e.g., AP Style, grammar, punctuation, spelling)

7.5% Midterm Exam
Just as it sounds — IN CLASS (maybe?) & you can use your notes / resources

20% Final "Exam"
actually it's a final print-based story + broadcast reader + short(er) audio story

10% Professionalism & Punctuality — in consideration of your attendance

Be sure you keep electronic and hard copies of all your work!

Specific point values will be made known in Canvas. This course will be graded on a +/- basis, and I will utilize the university grade scale shown below to calculate final grades.

		100-94%	A	93-90%	A-
89-87%	B+	86-84%	B	83-80%	B-
79-77%	C+	76-74%	C	73-70%	C-
69-67%	D+	66-64%	D	63-60%	D-

Evaluation Component Descriptions

The descriptions below represent an honest effort to inform you of what you will complete in the course in order to achieve the intended course outcomes. Parameters may change as the semester progresses based on class needs and/or time constraints.

A reminder of the intended course outcomes:

1. Identify characteristics (or values) such as impact, conflict, proximity, timeliness, prominence, novelty & emotion that make a story newsworthy;
2. Write stories for different mediated platforms that use correct English grammar and AP Style;
3. Apply basic principles of graphic design and/or photographic storytelling to complement multimedia content;
4. Apply basic principles of video composition, lighting and pacing to shoot and edit video
5. Use natural sound and actualities to record and edit audio as elements of effective storytelling;
6. Discuss and employ ethical and legal standards and cultural considerations relevant to multimedia sports production.

In / Out of Class Exercises & Assignments — ALL outcomes: As this is primarily a writing class, I will assign exercises related to course content throughout the semester. In-class exercises (as applicable) will be announced during class, and in some cases — but not all — I will establish a deadline for them. Those with a deadline are to be completed within the timeframe of the class period and turned into me (or via Canvas as applicable) before you leave. I will also assign several related out-of-class exercises, i.e., homework.

Pay attention to my feedback! This is how you improve from one assignment to the next, so if you don't know how to access our comments and/or annotations in Canvas, then you need to ask.

I will also incorporate your contribution to our news discussions in this evaluative metric. Near the beginning of the semester, we will establish a schedule where each of you will help lead a conversation about current events in a forthcoming class session. Some of you will fulfill this expectation earlier in the semester than others; it is your responsibility to remember your assigned date for when it's your turn to lead! In preparation, you will complete a guided analysis assignment for four news/sports stories of your choice. I will further explain this in class.

Quizzes — Outcome #2: Short (but frequent) quizzes will occur throughout the semester to assess your comprehension and application of course material. You can expect at least 1-2 per week.

Midterm Exam — Outcomes 1, 2, 6: It's just as it sounds. At roughly Week 9, you can expect an assessment that will cover the concepts covered throughout the first half of the semester.

Final Exam — ALL Outcomes: It's not an actual exam per se. Instead, this will cover the content-generating process from start to finish in the context of a sports-related topic of your choice. In the end, you'll compose a print-based story, a corresponding broadcast reader and an audio-based story. More details will be shared at a later time in the semester.

Professionalism & Punctuality: Development (and eventual mastery) of skills, particularly writing, does not happen immediately. Thus, I am willing to allocate a certain percentage of your overall course grade toward objective and subjective metrics that can help or hinder your development, which can include but aren't limited to the following considerations:

- Are you attending class? Are you arriving on time? → *primary consideration*
- Are you constructively participating in class? All the time? → *primary consideration*
- What amount of effort do you demonstrate in your work? Is this consistent over time?
- Does your work improve over time? How much or little?
- How communicative are you with your profs? Are you clear in what you need?
- Do you consistently meet established deadlines?

As previously mentioned, you must come to class in order to achieve the intended course outcomes.

Simply put, **I do not determine whether your absence is 'excused' or 'unexcused'** — You're an adult, so you determine when you need to miss class. Sometimes things happen that are more important than class, and I get that; however, whenever you miss (& for whatever the reason), be aware that I *will move forward* with the anticipated content.

You earn points for **each** class session for punctual arrival and constructive participation.

Specifically, I plan to note class attendance when we begin, and for each session, you earn four (4) points for each punctual arrival, four (4) points for general presence — i.e., just being there — and two (2) points for constructive participation relevant to the day's goals. I reserve the right to modify the points available for certain class sessions, e.g., days close to a break, days when we have guests, etc.

You cannot replenish missed participation points from an absence unless it results from a documented University-related function.

Re: constructive participation: Those 2 points are not a given, i.e., you must earn & maintain those too. Basically, if you're in class, then you start with those constructive-participation points. However, if, for example, I notice you distracted by content unrelated to the day's agenda —

e.g., working on assignments for another course, replying to messages in social-media platforms, checking sports scores — then I reserve the right to deduct those points for that day.

As it pertains to in-class assignments, if we do one when you miss class, then I will require documentation of that absence — this basically permits me to work with you to reinstate those points. If you don't have documentation, then you'll forfeit those assignment points (as well as the day's participation points). If you miss a class and we don't have an in-class assignment that day, then no documentation is necessary, but you'll still forfeit the participation points unless the absence stems from a documented University-sponsored activity.

If you must physically miss class, then the expectation is that you will attempt to join us virtually. I consider it your responsibility, though, to make arrangements with a peer to 'host' you via their technology. As the instructor, I need my computer to run the class, so I will be unable to assist you in this regard. You should be able to click on 'People' from the vertical menu option in Canvas as a way to initiate contact with somebody from class.

I will try to remember to check for virtual attendance; however, as previously explained, I consider it **your** responsibility to communicate your intent to attend virtually whenever applicable, and I consider it **your** responsibility to coordinate in advance with your colleagues to arrange technology logistics. I do not require you to activate your video if you join us virtually.

Please note: This is an on-campus, in-person course, so the overarching expectation is that you're physically in class each time we meet. While I allow virtual attendance as outlined above, I have a limit: **Each student gets up to 2 class sessions where they can attend virtually and earn the aforementioned points for Professionalism & Punctuality**. Beyond the two classes, if you must attend virtually, then you can still do that — and you're encouraged to do so; however, you'll forfeit the daily points. I reserve the right to adjust this limit based on extreme circumstances outside your control that you've communicated to me in advance.

In the event that you cannot join us virtually, then as previously mentioned, you should be able to work remotely from the weekly modules in Canvas so you don't fall behind.

Even if you must quarantine and/or work remotely, I will notice, for instance, your assignments submitted on time or late or missed altogether. I also notice when you continue to make the same mistakes on subsequent assignments after I've given you feedback to fix them.

These details matter.

Extra Credit: I will award up to 20 points (one-half point per error) for finding errors — spelling, AP Style, punctuation, grammar, etc. — in any news or sports medium (e.g., The Star Press, New York Times, ESPN, Bleacher Report, etc.). Submit tangible evidence of the error by email (i.e., an attached screenshot) and clearly circle/identify the erroneous material.

In your email, explain what is wrong and how you would correct it. Your correction must be correct in order to earn credit. I will apply extra credit earned in this manner to your aggregate assignment score.

You must submit any/all extra credit in this regard (i.e., errors/corrections) by/before Monday, Dec. 7.

NOTICE: I've limited any extra credit to 20 points because it's not meant to replace missed assignments and/or poor-quality work. Effort made in this regard shows me your commitment to the course outcomes, but in the end, you must correctly demonstrate and apply course concepts via the aforementioned weighted categories.

Additionally, if the School of Journalism & Strategic Communication is able to host professionals-in-residence, then I will award extra credit for your confirmed presence AND a subsequent one-page, single-spaced reflection that explains (1) what you learned and (2) how or why that is important as you build your knowledge & skills to become a professional. I will expect this typed reflection/report no later than one week after the date of the P-i-R event. Late submissions will not be accepted and no credit awarded. The exact amount of points earned will depend on the quality of the reflection/report, but similar to the opportunity outlined immediately above, you should not expect to drastically improve your overall course grade from aggregate extra credit.

Course Schedule

What follows is a *tentative* schedule of content for the course. I have provided this information to merely give you an idea of the material that will be presented and its approximate placing.

If you are absent, then it becomes your responsibility to obtain the day's notes and any assignment(s).

We will make adjustments to this schedule. As such, **you should follow the content order & deadlines listed in the weekly modules in our Canvas site.**

WEEK 1 **Aug. 24-30**	Your #1 responsibility / duty + Your #2 responsibility / duty Introduction to course & Dr. K. ***What's going on in the (current sports) news?*** • *Why is it newsworthy?* • *Plusses / Deltas?*
	Primary sources: What equates to expertise? Understanding the BSU community — profs, admins, etc. News values + 5 Ws & 1 H ***What's going on in the (current sports) news?*** • *Why is it newsworthy?* • *Plusses / Deltas?*

WEEK 2 **Aug. 31 – Sept. 6**	Grammar (review) ***What's going on in the news?***
	Punctuation (comma) rules & AP Style protocols ***What's going on in the news?***
WEEK 3 **Sept. 7-13**	Writing summary leads Introduction to Inverted Pyramid story structure ***What's going on in the news?***
	Quotes Attribution technique & "Levels" of attribution ***What's going on in the news?***
WEEK 4 **Sept. 14-20**	Practice w/ leads — general story template for future writing assignments Kickers ***What's going on in the news?***
	TBD — in-class exercise? Flex day? ***What's going on in the news?***
WEEK 5 **Sept. 21-27**	Sports Jargon ***What's going on in the news?***
	Introduction to ethical decision-making — professional codes of conduct ***What's going on in the news?***
WEEK 6 **Sept. 28 – Oct. 4**	Alternative / "soft(er)" leads & nut (para)graphs Additional story forms, e.g., WSJ & Hourglass ***What's going on in the news?***
	Notes from past writing assignments ***What's going on in the news?***
WEEK 7 **Oct. 5-11** ***Dr. K in Illinois (Oct. 7-9)***	Interviewing tips & strategies ***What's going on in the news?***
	LIVE (in-class) INTERVIEW w/ a TBD professional … the notes you take from this interview will be applied in your feature-story assignment

	What's going on in the news?
WEEK 8 **Oct. 12-18** ***Fall Break = Oct. 12-13***	Strategy State of the industry
	Final capstone assignment overview — Environmental / Science / Health / Finance in Sports multi-platform story
WEEK 9 **Oct. 19-25**	MIDTERM EXAM (on own & outside of class & completed individually) 1:1 meetings during scheduled class time
	MIDTERM EXAM (on own & outside of class & completed individually) 1:1 meetings during scheduled class time
WEEK 10 **Oct. 26 – Nov. 1**	Writing for Broadcast Reader format ***What's going on in the news?***
	Writing for Broadcast Memorable media "artifacts" File types — .doc(x), .xls(x), .ppt(x), .jpg, .png, .wav, .mp3, .mp4, .mov ***What's going on in the news?***
WEEK 11 **Nov. 2-8** ***Dr. K in DC (Nov. 5-6)***	Visual theories & best practices (Rule of Thirds, vectors, WTM, etc.) Basics for photo / video / audio ***What's going on in the news?***
	Visual theories & best practices (Rule of Thirds, vectors, WTM, etc.) Basics for photo / video / audio ***What's going on in the news?***
WEEK 12 **Nov. 9-15**	Audio theories & best practices Podcasts Introduction to Adobe Premiere ***What's going on in the news?***
	More … Adobe Premiere ***What's going on in the news?***

WEEK 13 **Nov. 16-22**	Music considerations / Leitmotifs Copyright & Fair Use Doctrine ***What's going on in the news?***
	Video / Lighting theories & best practices ***What's going on in the news?***
WEEK 14 **Nov. 23-29** ***Break = Nov. 25-27***	Visual Ethics — Potter Box ***What's going on in the news?***
	Visual Ethics — Potter Box ***What's going on in the news?***
WEEK 15 **Nov. 30 – Dec. 6**	Creativity Options for openings/endings ***What's going on in the news?***
	Creativity Options for openings/endings ***What's going on in the news?***
WEEK 16 **Dec. 7-12** **FINALS**	FINAL = Friday, Dec. 11 (from 9:45-11:45 a.m.) Story due in Canvas by/before end of final-exam duration — ALL formats!