Sports Writing & Reporting — JOUR 322

Fall 2026 — Tuesday & Thursday — 11:00 a.m. – 12:15 p.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

JOUR 322 will stress the importance of basic writing fundamentals, high ethical standards and essential values for sports journalists. This three-credit-hour course will also explore building relationships with sources and media contacts, explore and learn how numbers and statistics are used, augment your familiarity with AP Style, and emphasize ethical and legal standards.

Please NOTE: This 300-level course is meant for either (1) students who have ***intermediate to advanced*** skills in reporting / conducting research, interviewing sources, taking & editing photos, producing photo captions, and/or generating basic animated/static graphics, OR (2) students who are able and willing to spend the time & effort necessary to bolster their existing skills to the level of quality necessary for this project with local and regional exposure.

In the end, you'll contribute to an ongoing immersive-learning collaboration that creates multi-platform content from local, weekly sporting events and competitions.

Please NOTE: This course involves writing, yes, and you'll do plenty of that — namely your multi-platform content contribution to the ongoing immersive-learning partnership with Muncie Sports Commission. However, the title of the course also has 'reporting' in it, and in this capacity, it's meant to align with sport sociology and/or themes related to social challenges and/or hardships.

Some basic interviewing and writing techniques will be introduced to ensure accuracy and to promote creativity in telling the stories of local sporting events and competitions. Additionally, this course will provide students the opportunity to deepen their understanding of sports in relation to politics, culture and media — locally and nationally. To this end, several texts and documentaries will promote this deeper dive into this nexus and the potential stories that exist.

Please NOTE: Writing as a process 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.

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

This course meets every Tuesday and Thursday from 11:00 a.m. – 12:15 p.m. in room 392 in the Art & Journalism Building — unless I specify otherwise.

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: This course relies on original content generation for its stated objectives; thus, while we will likely meet as a class the aforementioned days & times, you should be prepared to spend ample effort outside of class to contribute to the course goals and intended outcomes.

Communication with me and with each other will be expected and is essential for our success, including quick, timely replies across platforms (e.g., email, texts, etc.).

Please NOTE: This course may require travel for story generation.

Required Texts & Materials

Students enrolled in JOUR 322 must have the following texts:

"People's History of Sports in the United States" (ISBN = 9781595584779) by Dave Zirin

In this long-waited book from the rising superstar of sports writing, whose blog *Edge of Sports* is read each week by thousands of people across the country, Dave Zirin offers a riotously entertaining chronicle of larger-than-life sporting characters and dramatic contests and what amounts to an alternative history of the United States as seen through the games its people played. Through Zirin's eyes, sports are never mere games, but a reflection of—and spur toward—the political conflicts that shape American society.

"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.

Older editions are permissible; however, you will be held accountable for the most up-to-date Style protocols, some of which may not be visible in the book edition because of when it was published.

You will have reading 'checks' throughout the semester associated with these required texts. Additionally, you will view supplemental online texts and resources via links in Canvas, and we will watch several documentaries that will usually have a related analysis assignment. These documentaries are typically viewed during TBD class sessions; that way, you don't have to pay to rent them or buy them or purchase a subscription to a streaming service.

You 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).

Intended Course Outcomes

Upon completion of your contribution(s) to this project-based, writing-centric course, you should be able to:

1. Identify key terms, vocabulary, and concepts associated with social advocacy & activism;
2. Critically analyze examples of social challenges and hardships among athletes in the past — players, issues, historical context — and in the present — players, issues, current events for context;
3. Synthesize information from multiple sources, which may include popular books, documentaries, and online resources;
4. Produce content geared toward a sports audience AND a non-sports audience;

5. Generate knowledge about athletes' connection with & devotion to sociocultural issues;
6. Build relationships with sources/athletes.

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:

Student Learning Outcomes:	**NACE Workplace Competencies:**
Identify key terms, vocabulary, and concepts associated with social advocacy & activism.	Career and Self Development
Critically analyze examples of social challenges and hardships among athletes in the past — players, issues, historical context — and in the present — players, issues, current events for context.	Critical Thinking and Equity & Inclusion
Synthesize information from multiple sources, which may include popular books, documentaries, and online resources	Career and Self Development, Critical Thinking, and Equity & Inclusion
Produce content geared toward a sports audience AND a non-sports audience.	Career & Self-Development, Professionalism, and Communication
Generate knowledge about athletes' connection with & devotion to sociocultural issues.	Career and Self Development, Critical Thinking, and Professionalism
Build relationships with sources/athletes.	Career and Self Development and Professionalism

Moreover, the following outcomes come from the University related to Higher-Impact Practices:

- Students will create a constructive, collaborative climate;
- Students will apply previous knowledge / skills to demonstrate comprehension and performance in novel situations.

Immersive Learning General Statement

Service learning is defined as "a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes" (Jacoby, 2015). Service learning is

reciprocal; it positions community partners as co-teachers as well as recipients of co-created solutions.

Ball State offers a unique form of service learning called **immersive learning**. The approach originated at the Virginia B. Ball Center for Creative Inquiry in the early 2000s and endures as a hallmark of a Ball State undergraduate education. In immersive learning, students, community partners and a faculty mentor work together to identify challenges and define a mutually beneficial project to address that challenge. To be considered immersive, projects should be led as much as possible by students and result in a tangible outcome.

Immersive projects are the 'melting pot' of utilizing your current skills and putting them to work in real-life scenarios and projects. You should expect the following commitments:

- Problem Solving. There will always be hiccups in these projects, so being able to think on your feet and work with those around you is imperative!
- Time Commitment. Responsibilities may vary, but come in with an understanding that this will be a serious time commitment, and you will need to be more readily available than what you may be used to in normal coursework.
- Skills. This one is important, because in many cases, you are brought into a project because you can help in a certain area. You will be responsible for this skill, and you should perform at a high ability. Always. That doesn't mean you are expected to know everything or else this wouldn't be a learning experience. Ask questions and for help where you are not comfortable but also have faith in your skills to complete the tasks.

Please note: Your eventual content is meant to be student-driven — but I will provide semi-structure to it. Sometimes, depending on the circumstances, I may need to exercise more control & direction as I deem necessary. This is to be expected when working with a client. Moreover, I will serve as an advisor and mentor, viewing my principal role as that of an employer and you (the students) as employees. I will emphasize and reinforce any/all benchmarks and deadlines.

School of Journalism & Strategic Communication Policies

ACEJMC Core Values & Competencies: The School of Journalism & Strategic Communication identifies JOUR 322 as substantially aligning with the following Core Values and Competencies defined by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC):

- Apply the principles and laws of freedom of speech and press in a global context and for the country in which the institution that invites ACEJMC is located;
- Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- 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;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and purposes they serve; and

- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Attendance: This course functions primarily as a discussion-based seminar. Instruction will occur as necessary, but the overarching intent is to maintain a forum where ideas and insights reign supreme so as to facilitate personal exploration and understanding. **We will read, watch, and discuss content often.**

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: NEWS 105 or CCIM 125 or SPTA 345. Basically, you should have completed at least one introductory writing course before this one. You also 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, School 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

10% Individual Punctuality & Presence on Tuesdays / Thursdays

25% In & Out-of-Class Assignments, which may include but are not limited to:

- Periodically assigned reading 'checks' (Zirin, Gisondi + others from online sources) & viewing 'checks' (e.g., YouTube links) to ensure comprehension
- reflexive exercises, e.g., documentary analyses
- AP Style assignments
- (others TBD)

50% Postgame Briefs — multi-platform stories about your assigned school / team
- Anticipating 5 or so of these stories primarily through late October
- Subject to change based on needs of partner or school / team
- Could also include 1-2 feature stories pertinent to your assigned school / team AFTER the fall HS postseason

15% Instructor Assessment
- in consideration of the following throughout the semester: your professionalism, your time management, your effort, the consistent quality of your work, etc.

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 term progresses based on class needs and/or time constraints.

A reminder of the intended course outcomes:

1. Identify key terms, vocabulary, and concepts associated with social advocacy & activism;
2. Critically analyze examples of social challenges and hardships among athletes in the past — players, issues, historical context — and in the present — players, issues, current events for context;
3. Synthesize information from multiple sources, which may include popular books, documentaries, and online resources;
4. Produce content geared toward a sports audience AND a non-sports audience;
5. Generate knowledge about athletes' connection with & devotion to sociocultural issues;
6. Build relationships with sources/athletes.

Individual Punctuality & Presence: 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?
- Are you constructively participating in class? All the time?
- 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 me? 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 our 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.

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 Individual Punctuality & Presence**. 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 our weekly modules in Canvas so you don't fall behind.

Even if you must quarantine and 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.

In & Out-of-Class Assignments — ALL outcomes: As this course will likely introduce you to new knowledge and concepts, I will periodically assign reading or viewing 'checks' in conjunction with reading assignments and/or viewing assignments. They're meant to (1) ensure that you did, in fact, read or watch as applicable and (2) check your degree of comprehension of the subject(s) presented. In many instances, these 'checks' will pertain to courses texts — Zirin, Gisondi — but they might also occur alongside relevant online content as assigned in Canvas.

In general, numerous assignments will be administered in order to assess your comprehension of the course concepts covered in our weekly modules (or units). NOTE: Some may occur during class. Others will require out-of-class commitment as homework. Make sure you note the deadline dates, times and submission procedures for these assignments in Canvas.

Postgame Briefs — outcomes #3, #4, #6: As this is an intermediate writing course, we will produce more "traditional" forms of sports-related stories, particularly via postgame briefs from a sport and team assigned to you near the start of the semester. Specifically, you'll be asked to follow — which could include attending practices and meets/games, speaking with coaches and/or players, communicating with athletic directors if needed — throughout the rest of the fall season of high-school sports. You'll need to consider *access* to key people for eventual interviews, e.g., coaches, athletic directors, SIDs, players, managers, spectators, etc. You'll also need to consider your ability to travel based on that team's competition schedule because you'll have to attend a TBD number of their games/meets/matches to collect information/anecdotes for your story(-ies). Grades will be based on TBD rubrics.

The IHSAA fall sports season typically concludes in October-November, depending on the sport and how the team performs in the postseason. As you know, our academic semester doesn't conclude until December, so we will use that final month (or so) to compose team-related feature stories, i.e., content that has a longer "shelf life" when published online and/or in social-media platforms. Similarly, grades will be based on TBD rubrics.

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 my comments and/or annotations in Canvas, then you need to ask.

Instructor Assessment: While a larger percentage of your overall grade pertains to your performance on your postgame briefs, this metric pertains to that process. Considerations include but are not limited to:

- Communication: Email, GroupME (as applicable), Slack (as applicable), Google Docs … are you actively involved? Are you letting me and/or your colleagues know what you're doing or when you need help? And is your communication timely, i.e., with ample advance notice? Does it offer potential solutions to problems?
- Effort: Your multi-platform postgame briefs are meant to inform others and fill a current void in local sports coverage. We won't be successful if you give anything less than your very best. Are you engaged with your team? Are you going beyond what's minimally expected?
- Quality: You have a story template along with detailed instructions. You also have access to the rubric. Do you deliver consistent, high-quality work?
- Time Management: Proactive OR procrastinator … Some people work better when they're up against the clock, so procrastination isn't necessarily a bad thing; however, it is when it adversely affects your colleagues' progress and/or the overall product. You need to leave time for yourself to check & proofread your work! Have you submitted late work and/or missed deadlines?
- Professionalism: Can I trust you? Can others? This applies to our work in/around Delaware County … but also when you're traveling. Can I trust you to make wise, responsible decisions? This also pertains to the overarching quality of your work: Is it publishable as submitted? Or does it get "kicked back" due to minor or major errors?

I quantify these areas c/o an Excel spreadsheet, computing each individual's score at the very end of the semester.

Agreement to Publicly Distribute Work

This course requires students to complete deliverables that will be distributed publicly on the Internet and/or to external clients or partners. By taking this course, you consent to share your work as described in this syllabus. At my discretion, high-quality work may also be included in the Ball State University Libraries' public digital student research collection for long-term access and preservation; however, you keep copyright to your work and will be named as the creator or co-creators. Your continued enrollment in this immersive-learning project indicates that you have read this agreement and understand its terms.

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 get yourself back on track.

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

WEEK 1 **Aug. 24-30**	Introduction to the project goals Key syllabus details Review fall HS sports activity schedule Introduction to Corey Ohlenkamp, UML Director Outline story production & submission process and expectations Division of labor / school + team Contact information Importance of pre-production / pre-interviewing Research IHSAA, MaxPreps, NFHS
WEEK 2 **Aug. 31 – Sept. 6**	Content production calendar + sports jargon Potential feature story possibilities Reporting & interviewing kids / minors Begin sched routine where T = editorial debrief: progress, goals, needs, input R = content analytics; discussion about challenges & hardships in sports and/or view/analyze a TBD documentary
WEEK 3 **Sept. 7-13**	T = editorial debrief: progress, goals, needs, input, feedback from stories R = content analytics; discussion about challenges & hardships in sports and/or view/analyze a TBD documentary
WEEK 4 **Sept. 14-20**	Photography best practices Editing assignment(s) Content strategy(-ies) for published stories T = editorial debrief: progress, goals, needs, input, feedback from stories R = content analytics; discussion about challenges & hardships in sports and/or view/analyze a TBD documentary

WEEK 5 **Sept. 21-27**	Identification of advocacy & activism; challenges & hardships in sports Title IX T = editorial debrief: progress, goals, needs, input, feedback from stories R = content analytics; discussion about challenges & hardships in sports and/or view/analyze a TBD documentary
WEEK 6 **Sept. 28 – Oct. 4**	Feature writing basics — & how it distinguishes from event-based stories T = editorial debrief: progress, goals, needs, input, feedback from stories R = content analytics; discussion about challenges & hardships in sports and/or view/analyze a TBD documentary
WEEK 7 **Oct. 5-11** ***Dr. K in Illinois (Oct. 7-9)***	**Documentary #1** T = editorial debrief: progress, goals, needs, input, feedback from stories R = content analytics; discussion about challenges & hardships in sports and/or view/analyze a TBD documentary
WEEK 8 **Oct. 12-18** ***Fall Break = Oct. 12-13***	T = editorial debrief: progress, goals, needs, input, feedback from stories R = content analytics; discussion about challenges & hardships in sports and/or view/analyze a TBD documentary
WEEK 9 **Oct. 19-25**	First-person narrative basics — & how it differentiates from other writing forms T = editorial debrief: progress, goals, needs, input, feedback from stories R = content analytics; discussion about challenges & hardships in sports and/or view/analyze a TBD documentary
WEEK 10 **Oct. 26 – Nov. 1**	T = editorial debrief: progress, goals, needs, input, feedback from stories R = content analytics; discussion about challenges & hardships in sports and/or view/analyze a TBD documentary

WEEK 11 **Nov. 2-8** ***Dr. K in DC (Nov. 5-6)***	**Documentary #2 & discussion** T = editorial debrief: progress, goals, needs, input, feedback from stories R = content analytics; discussion about challenges & hardships in sports and/or view/analyze a TBD documentary
WEEK 12 **Nov. 9-15**	**Documentary #3 & discussion** T = editorial debrief: progress, goals, needs, input, feedback from stories R = content analytics; discussion about challenges & hardships in sports and/or view/analyze a TBD documentary
WEEK 13 **Nov. 16-22**	**Documentary #4 & discussion** T = editorial debrief: progress, goals, needs, input, feedback from stories R = content analytics; discussion about challenges & hardships in sports and/or view/analyze a TBD documentary
WEEK 14 **Nov. 23-29** ***Break = Nov. 25-27***	T = editorial debrief: progress, goals, needs, input, feedback from stories R = content analytics; discussion about challenges & hardships in sports and/or view/analyze a TBD documentary
WEEK 15 **Nov. 30 – Dec. 6**	**Documentary #5 & discussion** T = editorial debrief: progress, goals, needs, input, feedback from stories R = content analytics; discussion about challenges & hardships in sports and/or view/analyze a TBD documentary
WEEK 16 **Dec. 7-11** **FINALS**	**M, 12/07 = Immersive Learning Showcase at Student Center** **FINAL = T, 12/08, from 9:45-11:45 AM**