RTV4959C: Sports Capstone

Spring 2021

College of Journalism and Communications
University of Florida

Instructor: Geoff Thompson
Place: PSY0130
LIVE CLASS MEETING – WEDNESDAY 12:50 – 2:45

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Course Site: https://ufl.instructure.com
Course Text: NONE
Readings and Resources will be posted and available online.

Overview and Objectives

Usually taken in the last year of study, the capstone sports portfolio course integrates material from previous courses and requires each student to prepare a final project as well as a comprehensive e-portfolio to assist the student in a job search. Students completing the course will demonstrate progress in their written, oral, and communication skills, as well as the ability to think creatively and critically. Those students that complete this course will be prepared to enter and perform satisfactorily in entry-level sports communication and media positions.

Course Learning Objectives

After successful completion of this course, students should be able to:

(1) Interpreting the current issues affecting the sports industry and how they relate to careers in the sports industry
(2) Enhance the understanding of the ethics and values in the sports industry;
(3) Explaining and practicing the skills needed in a job search;
(4) Planning, producing and improving a resume;
(5) Producing and organizing their own personal brand through social and media platforms;
(6) Planning and producing a portfolio to showcase examples of the student's best work to professional audiences

(7) Executing and Implementing the skills and knowledge they have obtained throughout their undergraduate career to produce a final "capstone" multimedia project

College of Journalism and Communications Objectives

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- understand and apply the principles and laws of freedom of speech and press for the US
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate 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;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Course Eligibility

Students must have received a grade of "C" or better in Sports Reporting (JOU4313c and Sports Communication (PUR3463).

Course Grades

The following table outlines the point-accruing components of the course. The total points earned from each component will be summed and divided by the total points possible in the course.

Evaluation Components	Points Per Component	% of Total Grade
Class Participation, Citizenship (15)	10 pts each = 150 pts	10%
Resume Development Project (4) Current Resume = 25 pts Future Resume = 25 pts Cover Letter = 25 pts Final Resume = 75 pts	150 pts	10%
Professional Branding Project (10)	30 pts each = 300 pts	20%

Electronic Portfolio Project (3) Portfolio Check 1 = 100 pts Portfolio Check 2 = 100 pts Final Portfolio = 200 pts	400 pts	27%
Capstone Project (6) Pitch = 25 pts Pre Reporting = 50 pts Sources = 25 pts Draft 1 - 50 pts Draft 2 = 100 pts Final Project = 250 pts	500 pts	33%
Total	**1500 pts**	**100%**

Assignment Descriptions

Class Participation and Citizenship (15 weeks, 10 pts per week)– This includes, but is not limited, to the following: regular and on-time attendance for class; serious preparation of the assigned texts; active listening, including note taking; involvement in classroom activities; posting relevant content to Canvas and Twitter, questions & comments on the course forums; being respectful of others; and, a semester-long sustained effort at contributing to the class discussion through visible attention, helpful questions and worthwhile insights into the issues being discussed.

Please note, if you are using technology in class for non-class related work or doing other distracting things in class (homework for another class, organizing your calendar, reading the newspaper, etc), you are NOT being a good citizen.

The following rubric will be employed to assign participation points

Preferred (10 pts)	Acceptable (7-9 pts)	Needs Improvement (4-6 pts)	Unacceptable (1-3 pts)	Will Ask You To Leave (0pts)
Arrives on time Comments are relevant and reflect understanding and good preparation Clear enthusiasm Participates in Twitter course hashtag activity with 3-4 per class	Arrives on time Comments are mostly relevant, but understanding may be slightly lacking Not overly enthusiastic, but positive Participates in Twitter course hashtag activity with 1-2 per class	Arrives no more than 5 minutes late Comments are minimal ("yeah", "uh huh") and demonstrate poor preparation Demeanor is sluggish Participates in Twitter course hashtag activity with 0-1 per class	Arrives more than 5 minutes late No comments are made Sleeping, texting, disengaged Participates in Twitter course hashtag activity rarely if at all	Absent Disruptive or rude comments are made Drawing others into disrespectful behaviors (showing texts, shopping online, etc) Never participates in Twitter course hashtag activity

PROJECTS - All projects will be expected to be of high quality work. On days projects are due, students will present a report on their work in class and receive feedback from the instructor and classmates.

Projects will be posted on the course website.

- **Capstone Project (500 points) -** This assignment allows you to produce a new project according to your major option and interests. Eligibility: (1) You may not complete a project in a genre unless you have completed specific coursework for that genre. (2) Your capstone cannot be a rehash or improvement on a previous project, whether produced for class or not. It needs to be a new project. Your pitch must be approved prior to beginning your project, and not all project ideas will be approved. The final project is worth 250 points. The other 250 points are distributed throughout the semester for checkpoints during the composition of the project.

- **Professional Brand Project (300 points)-** Knowing your personal brand can not only help you market yourself to future employers, it can help you find organizations that are a good fit for you. As a result, it is important to be able to articulate your personal brand before you begin your job search. In this project you will use multiple in-class activities to summarize your personal brand.This project is done over the course of the semester in 10, 30 point assignments.

- **Resume Development Project (150 points)** - 1-2 pages, for the purpose of submitting to potential employers. Must be designed to assignment specifics. The purpose of the resume assignment is to provide you with an opportunity to take an inventory of your skills and experiences as you begin to think about your professional career.

- **Portfolio Site Project (400 points) -** Each student will accumulate items for their portfolio. This portfolio should help prepare you for the opportunities and responsibilities of a college graduate. It will be graded on its quality and completeness, meaning that it should provide excellent artifacts of student learning, as well as a sufficient quantity of such works. Your portfolio must include your capstone project and all "portfolio-required" assignments. The portfolio is designed to house your work done in various classes and/or experiences and must be available online.

LAB - Students will be required to attend a lab session once a week to work on current projects. At the beginning of the semester (Weeks 1-7) students will have lab time to work on their portfolio sites and resumes. Labs will be conducted by the instructor, other faculty and staff from the career resource center. The last half of the semester (Weeks 8-16), students will come in each week to work on different storytelling aspects of their capstone project. We will be working with a multitude of software in the Adobe Creative Suite as well as content platforms like WordPress and students have the opportunity in the lab to develop their websites, social media profiles and put to practice some of the strategies discussed in class. **Attendance is required and expected each week for Lab. See the weekly calendar for Lab topics.**

Grading (grades are rounded up or down to the nearest whole number for grading purposes)

1401-1500 points	= A	1342-1400 points	= A-		
1297 - 1341 points	= B+	1236-1296 points	= B	1192-1235 points	= B-
1147-1191 points	= C+	1087-1147 points	= C	1042-1146 points	= C-
997-1041 points	= D+	937-996 points	= D	892-936 points	= D-
0-892 points	= F				

Course Outline

Week 1 (1.13)	- Introduction to class - Imagining life after college - Discussion of effective capstone pitch and project - Show examples of past projects - LAB- Introduction to WordPress
Week 2 (1.20)	**Capstone Pitch Due, present to class** **Next Steps** - Discuss Pre-Reporting - Career Development - Professional Brand Project - What are your strengths **Guest Speaker - Julie Frey - CJC Director - Office of Careers and Corporate Partnerships** - LAB- Resume Development
Week 3 (1.27)	**Capstone Pre-Reporting Questions Due** **Re-inventing Yourself** **Guest Speaker – Andy Staples – The Athletic/SXM**
Week 4 (2.3)	- Professional Brand Project - Tap into your values Professional Brand Project - What are your weaknesses **Guest Speaker – Alex Miniak – San Diego Padres Public Address Announcer** - LAB- Using Canva and InDesign for Resumes
Week 5 (2.10)	**Capstone Sources Due (discuss and critique)** **Current Resume Due** **Next Steps** - Communicating with and securing sources - Job Search Strategies - Resume Development Project **Guest Speaker - TBD**
Week 6 (2.17)	**Future Resume Due** - Professional Brand Project - The power of passion - Creating your Portfolio Website - Show examples - Go over each platform

Week 7 (2.24)	**Cover Letter Due** - Professional Brand Project - Pursuing your passions - Networking; Resume Development Project - LAB-Mock Job Interviews
Week 8 (3.3)	**Final Resume Due** - Resume Critiques and Analysis - Professional Brand Project - Your network - Requirements for Portfolio Website-Work Content - Video, written and social, best way for displaying - LAB-Writing Engaging Online Content - LAB-Practicing Elevator Pitches
Week 9 (3.10)	**MidTerm** - Students will provide an update of Capstone Project which will include sharing content gathered with peer evaluation and guest evaluation - LAB-LinkedIn Profile Development
Week 10 (3.17)	**Capstone Draft 1 Due** **Instructor and Peer Critiques** - Written and interpersonal communication; Discussion of effective portfolio site - Professional Brand Project - Your online brand - LAB-Using Mobile Video and Audio
Week 11 (3.24)	- Job Interviews; Capstone and portfolio workshop - Requirements for Portfolio Website-About Me - Resume, social, home page - Professional Brand Project - Elevator pitch - LAB-Using DSLRs
Week 12 (3.31)	**Capstone Draft 2 Due** **Instructor and Peer Critiques via Canvas**
Week 13 (4.7)	**Portfolio Site Draft Due** - Using LinkedIn to your advantage - Connecting with appropriate professionals - UF Sports Alumni Network **Guest Speaker - TBD** - LAB-Capstone Development
Week 14 (4.14)	**Portfolio Site Due – present to class**
Week 15 (4.21)	**Capstone Final Draft Due** **Capstone and Portfolio Presentations**

Policies

Attendance Policy

Attendance in the class is required. Excused absences include approved UF attendance exceptions. In all instances of excused absences the instructor and student will work out a plan for completing missed assignments.

Students are expected to participate in all class discussions. Please turn off cell phones prior to class. Sports reporting is a deadline-based profession, so you are expected to arrive on time for each class.

In case of illness, the instructor should be notified in advance and a physician's note may be required. Unexcused absences will result in deductions from the students final percentage score. Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with UF policies which can be found in the online catalog at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
Attendance is recorded and you **WILL** lose attendance and participation points for absence from class time. This could affect up to 15% of your final grade. There are NO free absences from class. We only meet once a week. For each absence you will lose class participation points, unless you have a note and it is excused and approved by UF.

Online

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Absences and Make-up Work

Students are expected to be in class on time and remain until the dismissal. Absences are unexcused when the professor has not been notified of an acceptable reason within 24 hours of the class meeting. When absent, please contact a fellow student to find out what was missed. You are responsible for all material covered or assigned during classes, even if you are not there. Your grade on late assignments will drop one letter grade for every day they are late.

Academic Integrity

UF students are bound by the Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. For more information visit the Honor Code web page at

http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/ or contact Student Judicial Affairs, P202 **Peabody Hall, 392-1261.**

Students with Disabilities
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this process as early as possible in the semester.

Course Evaluations
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Course Grading
Students will be graded in accordance with UF policies for assigning grade points as articulated in the link that follows. https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Respect for Diversity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

It is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

U Matter, We Care

Your well-being is important to the University of Flo--rida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

*NOTE: Topic schedule subject to change based on guest availabilities and other factors.