

RTV4930: Televising Lacrosse

Spring 2022

College of Journalism and Communications
University of Florida

Instructor: Geoff Thompson

Place: TBD

LIVE CLASS MEETING – TBD

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Course Site: <https://ufl.instructure.com>

Course Text: None

Overview and Objectives

This course exposes students to live sports production as an experience. Students completing the course will demonstrate progress in their understanding of live sports production, building on the foundations that they learned in Live Sports Production I.

Students get an opportunity to serve as each crew member in the control room, using pre-recorded game footage. Each week with a new show, students rotate from position to position. First they shadow, then they work the following positions:

- Producer
- Director
- Technical Director
- Graphics
- Tape
- A1

The goal is to get them more professionally ready and to get experience they may not be able to get, even if they already work for GatorVision in some capacity.

Course Learning Objectives

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

- 1) Use this lab/immersion to gain experience that they might not be able to get working with GatorVision or other television production, especially above-the-line positions.
- 2) Understand and gain experience performing each control room job function
- 3) Know standard job functions within a broadcasting crew and how a broadcast is assembled
- 4) Understand industry standards with equipment, skills, and concepts
- 5) Be able to function as a part of any control room sports broadcast, as well as a truck-originated broadcast.

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 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	% of Total Grade
Gear Test/Midterm (via Canvas)	25%
Performance	40%
Reflection Papers	35%
Total	100%

Assignment Descriptions

Participation and Performance – This includes, but is not limited, to the following: regular and on-time attendance for class; serious preparation for the upcoming event; carrying out the duties of the assigned position during the event; post-mortem discussion after each event.

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, texting, posting to social media, 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 Performance represents understanding and good preparation Clear enthusiasm	Arrives on time Performance is acceptable, a few noticeable errors that made “air” Not overly enthusiastic, but positive	Arrives no more than 5 minutes late Performance is subpar and demonstrates poor preparation Demeanor is sluggish	Arrives more than 5 minutes late No comments are made Sleeping, texting, disengaged	Absent Disruptive or rude comments are made Drawing others into disrespectful behaviors (showing texts, shopping online, etc)

Gear Test – At the midpoint, once everyone has had a chance to work at each position, the “midterm” will be a written test administered on Canvas to gauge everyone’s familiarity with the equipment.

Reflection Paper – After each completed turn at a position, the student will write a short 2-3 page paper describing how they think their portion of the show went, what they did well and what they could improve upon.

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

93.5%-100%	A	89.5%-93.4%	A-		
86.5%-89.4%	B+	82.5%-86.4%	B	79.5%-82.4%	B-
76.5%-79.4%	C+	72.5%-76.4%	C	69.5%-72.4%	C-
66.5%-69.4%	D+	62.5%-66.4%	D	59.5%-62.4%	D-
0-59.4%	F				

Course Outline

Week 1	<ul style="list-style-type: none">• Introduction to class• Introduction to the studio and processes
Week 2	<ul style="list-style-type: none">• Producing and Directing
Week 3	<ul style="list-style-type: none">• Technical Director and the Switcher
Week 4	<ul style="list-style-type: none">• GFX, Tape, Audio
Week 5	<ul style="list-style-type: none">• Pre-pro• Game 1 (Feb 12)
Week 6	<ul style="list-style-type: none">• Pre-pro• Game 2 (Feb 19)
Week 7	<ul style="list-style-type: none">• Post-mortem for Games 1&2• Midterm
Week 8	<ul style="list-style-type: none">• Pre-pro• Game 3 (March 5)
Week 9	<ul style="list-style-type: none">• Spring Break
Week 10	<ul style="list-style-type: none">• Post-mortem Game 3• Pre-pro• Game 4 (March 16)
Week 11	<ul style="list-style-type: none">• Post-mortem Game 4• Pre-pro• Game 5 (March 23)
Week 12	<ul style="list-style-type: none">• Post-mortem Game 5
Week 13	<ul style="list-style-type: none">• Pre-pro• Game 6 (April 9)
Week 14	<ul style="list-style-type: none">• Post-mortem Game 6
Week 15	<ul style="list-style-type: none">• Pre-pro
Week 16	<ul style="list-style-type: none">• Game 7 (April 23)

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

No online option

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, you are missing valuable repetitions to help you get better. BUT – don't come to class sick.

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.ua.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 Florida. 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.

COVID POLICY

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#)

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