

RTV4959C: Sports Capstone

Summer 2022

College of Journalism and Communications
University of Florida

Instructor: Eric Esterline
Class Meeting: ONLINE

E-Mail: eeesterline@jou.ufl.edu

Twitter: [@ericesterline](https://twitter.com/ericesterline)

Office Hours: By appointment

Office: Weimer Hall 2311 (INC)

Phone: (352)846-0172

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
Sports Industry Current Events Discussions (15)	10 pts each = 150 pts	10%
Your Sports Job Search Assignments	Various = 75 pts	
Resume Development Project (4) Current Resume = 25 pts Future Resume = 25 pts	150 pts	10%

Cover Letter = 25 pts Final Resume = 75 pts		
Professional Branding Project (10)	30 pts each = 300 pts	20%
Electronic Portfolio Project (3) Portfolio Check 1 = 50 pts Portfolio Check 2 = 50 pts Final Portfolio = 300 pts	400 pts	27%
Capstone Project (6) Pitch = 25 pts Pre Reporting = 50 pts Sources = 25 pts Draft 1 - 50 pts Draft 2 = 50 pts Final Project = 300 pts	500 pts	33%
Total	1575 pts	100%

Assignment Descriptions

SPORTS INDUSTRY CURRENT EVENTS DISCUSSIONS (150 POINTS)

We will hold discussions surrounding various topics in the sports industry, sports careers, or our guest speakers. You will be required to post your thoughts and respond to classmates as well. There will be a rubric for you to follow to ensure you participate and complete it properly.

YOUR SPORTS JOB SEARCH ASSIGNMENTS (75 POINTS)

You will read specified chapters from the provided PDF How to Prepare for Your Sports Job Search and respond to different prompts related to the chapter. These assignments will help you develop a plan of action searching for your job so that you will be more successful in finding a job that fits your needs and skills.

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)

935-1000 points	= A	895-934 points	= A-		
865-894 points	= B+	825-864 points	= B	795-824 points	= B-
765-794 points	= C+	725-764 points	= C	695-724 points	= C-
665-694 points	= D+	625-664 points	= D	595-624 points	= D-
0-594 points	= F				

Course Outline

Week 1	● Introduction to class
---------------	-------------------------

	<ul style="list-style-type: none"> ● Imagining life after college ● Discussion of effective capstone pitch and project ● Show examples of past projects
Week 2	<ul style="list-style-type: none"> ● Capstone Pitch Due, present to class ● Next Steps <ul style="list-style-type: none"> ○ Discuss Pre-Reporting ● Career Development ● Professional Brand Project - What are your strengths
Week 3	<ul style="list-style-type: none"> ● Capstone Pre-Reporting Questions Due ● Next Steps <ul style="list-style-type: none"> ○ Communicating with and securing sources ● Job Search Strategies ● Professional Brand Project - What are your weaknesses
Week 4	<ul style="list-style-type: none"> ● Capstone Sources Due (discuss and critique) ● Current Resume Due ● Professional Brand Project - Tap into your values
Week 5	<ul style="list-style-type: none"> ● Future Resume Due ● Professional Brand Project - The power of passion ● Creating your Portfolio Website <ul style="list-style-type: none"> ○ Show examples ○ Go over each platform ● Resume Development Project
Week 6	<ul style="list-style-type: none"> ● Cover Letter Due ● Professional Brand Project - Pursuing your passions ● Networking; Resume Development Project
Week 7	<ul style="list-style-type: none"> ● Final Resume Due <ul style="list-style-type: none"> ○ Resume Critiques and Analysis ● Professional Brand Project - Your network ● Requirements for Portfolio Website-Work Content <ul style="list-style-type: none"> ○ Video, written and social, best way for displaying
Week 8	<ul style="list-style-type: none"> ● MidTerm <ul style="list-style-type: none"> ○ Students will provide an update of Capstone Project which will include sharing content gathered with peer evaluation and guest evaluation
Week 9	<ul style="list-style-type: none"> ● Capstone Draft 1 Due Instructor and Peer Critiques ● Written and interpersonal communication; Discussion of effective portfolio site ● Professional Brand Project - Your online brand
Week 10	<ul style="list-style-type: none"> ● Job Interviews; Capstone and portfolio workshop ● Requirements for Portfolio Website-About Me

	<ul style="list-style-type: none"> ○ Resume, social, home page ● Professional Brand Project - Elevator pitch
Week 11	<ul style="list-style-type: none"> ● Capstone Draft 2 Due <ul style="list-style-type: none"> ○ Instructor and Peer Critiques via Canvas
Week 12	<ul style="list-style-type: none"> ● Portfolio Site Draft Due ● Using LinkedIn to your advantage <ul style="list-style-type: none"> ○ Connecting with appropriate professionals ○ UF Sports Alumni Network
Week 13	<ul style="list-style-type: none"> ● Capstone Final Draft Due ● Capstone and Portfolio Presentations

Policies

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 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.

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