

## **Running order:**

1. Exam review and specifications
2. Group assignment (graded, short presentation)

These notes are all taken from slides already posted on the website.

Feel free to ask questions at any point.

## **Exam review**

### Format

Four parts:

- 25 multiple-choice question (a, b, c, d) – answer sheet
- 25 true/false question (a, b) – answer sheet
- Two short-answer questions (fill-in-the-blanks)
- A “short essay” q.: **Write a short news item** (today)

Two versions, A and B, so cheating is discouraged.

**Closed-book exam, no cell phones allowed.**

### Time, location

**Monday, June 3, 19:00-20:30 p.m., Rooms 412 and 415**

### Content

All class content: Slides + class discussions and examples

- Including “Prized Pupil” story
- You are encouraged to read 1-2 Associated Press stories (links in slides from class on writing a story)

## Review

### 1: Intro

Journalism: Gathers, processes, disseminates information on public matters

Mass media: Print (newsp., magazines) + broadcast (radio, TV)

Role of public media: Inform, educate, entertain (BBC)

Role of Internet: 24h; changed mode of delivery & content

Different fields of journalism

Specifics of sports journalism: What is Sport J **about**? (International Sports Press Survey)

### 2: Types of news stories

Types of articles to cover a game: Advance stories, game recaps (summaries), post-game analysis

- Advance story: Typical content/angles; how to prepare for it (learn – read and listen – know people, know the sport)
- Game summary: Report for those who did not see. Take notes as the game happens
- Post-game analysis: Provide perspective

Additional types: Beat and feature stories

- Beat: Regular following of a team or sport. Take fans where they cannot go. Pros, cons.
- Feature: Quality writing, memorable reporting, creative

Convey **perceptions, stimulate** (elicit and convey) emotions, but **do not** be emotional yourself.

### 3: Finding sources and asking questions

Personal observation – always best – press box etiquette

Primary sources: which are they?

- Questions: Flash int. in mixed zones, small group interviews, news conferences
- One-on-one interviews: setting, exclusive, intimate...

Secondary sources: purpose?

Material sources, behind-the-scenes sources

- One-the-record, off-the-record.
- Verification is paramount! Two, three indep. sources!

Ask good questions to obtain good answers

- Interviews: Look for information, reaction, emotion

Multiple sources (two, three, more; if in doubt...)

Prepare, have five questions ready (or: 5 x W + H). Record, as well as take notes; observe, too

Guidelines: (Qs or statements; open-ended; leading; follow-up)

#### 4: Working with media + conveying meaning

News conferences: purpose, planning

News releases: purpose

Media relations/Sports information offices and directors

- News releases (news pitches, 5W+H), media guides, news conference, facilitate journalists' work

#### Conveying meaning/writing style:

- Facts & information vs. opinion
- Short sentences, subject-verb-object (also in broadcasting; mix to improve readability)
- Short paragraphs (topic + support sentence(s))
- Quotes, paraphrases, attribution: Tell a story through sources!

Direct quotations and paraphrases. **Attribution:**

The course touched on the importance of quotes. “Sources of information must be credited so readers can assess the relevance of the source,” **said** Dr. Simon Ličen, **who taught the class.**

### 5: News values

News values: What make a story worth reporting about. **Conflict, timeliness, prominence, proximity, consequence or impact, human interest, unusual**

### 6: Writing a story

Lead: 5xW + H *and nothing else*. Direct or delayed (but no questions and very rarely quotes)

Inverted pyramid (benefits)

Circular structure

Headlines: specific. Present tense (infinitive verbs for future), action verbs

### 7: Radio play-by-play

Broadcasting

Describe what you experience for listeners: Their eyes, ears, nose, skin

- Avoid weasel words: What is “fun?”

Intro: Significance, who plays, records, prospects, expectations

Start: Teams, individuals, uniforms, direction of play, key stats

Score, time is key (every three minutes). Recap often (10-15 minutes). Describe events, identify people, only vital stats as you would for a friend

- Vary commentary.
- Playing field expressions for football, basketball
- Game expressions for basketball

Closing: Outcome, impact/implications, highlights

### 8: TV play-by-play

Contextualize, connect the dots for viewers

- Sometimes, let the images speak for themselves

Explain plays, explain replays, explain stats

Still provide score updates (contextualize!), recaps

Play-by-play and color commentator

- Provides color, background, interesting information
- Often speaks during lulls in play

Spotting boards, vocabulary (**five ways to convey...**)

How to speak on air (**articulate; voice is low but clear; talk – converse; pronounce names and just speak clearly**)

### 9: Course recap and feature analysis discussion

### 10, 11: Hard news in sports journalism

Doping/PED: Types of infractions, motivation, athlete rights, as criminal enterprise

Match-fixing: Motivation, history, risk factors. How to fix a football match (game, choice of player type, req. outcome, recognize)

Mega-events: Opportunities, risks/costs; gentrification, legacies

Bribery and corruption (FIFA, Nike): Multiple generations, impact on consumers; who pays?

Athlete safety: Professional and youth

Sexual assaults

Differences in sexual development

Role of journalists: Report & be objective! (Even) people expect and need it!

## 12: Sports photography

Working with photographers: Tell them what the story is (think pictures!). Alt.: Photojournalists

Image composition: Rule of thirds, fill the frame, level, image orientation (portrait, landscape)

Captions: Who, what, when, where + **why** is the pic significant

- Name (identify) all if five people or fewer

**Any questions??**

**Assignment/activity today: WRITE (or draft) AN ARTICLE**

Groups of about five students.

**Identify** a topic we are all familiar with for a short article **you could write for the university website**. Then, **either** write **or** draft an outline for this article (topic sentences):

What goes into the lead paragraph? (*If writing an outline, identify the 5 x W + H*)

Why is this news important?

Key quote (by whom?) (*What would they say?*)

- Direct quote?

Additional information (“fun fact:” numbers, statistics?)

Second quote (by a different source!)? (*What would they say?*)

Avoid using first-person pronouns (“I,” “we”); in sports, they are a “cardinal sin” at NBC. (*You don’t talk poorly about your friends and family, do you?*)

Extra time? Title and/or picture idea(s)—what kind of picture would you ask a photographer to bring you?

**Purpose:** Put into practice what we have discussed throughout this course. (Also, exam preparation.)

About 20 minutes to work; worth participation points

At the end, **two minutes** to present your story idea.

**Graded activity:** Please turn in your assignment + names **and class** in hard copy as you present!

**Will be taking a few pictures of you as you work on this. Hopefully, that’s OK. If you do not want me to, let me know.**