Description of Course
Students will take advantage of Internet technologies to identify entrepreneurial opportunities within sports media and communication. They will explore the successes and failures of current and recent attempts within sports media innovation. And students will learn to use blogging as a professional tool to build community and develop their brand.

Objectives and Goals of the Course
Welcome to the laboratory. This is a lab course, so let’s treat it as such. You will be splitting into 4 teams to develop an idea and business plan for a sports-centered website. You will decide on the content for the website, how to market it, and how it will be populated. The website’s focus will be yours to decide: a website devoted to Hawkeye Olympic sports; a website focused on athletic training for senior citizens; a website that serves as a sports media watchdog. Whatever – it’s your call. Regardless of the topic, these are the professional skills that you will research and study before the semester ends: blogging/column writing; marketing basics; multimedia platforms; emerging markets; unexplored/opportunity markets; entrepreneurial decision-making; SEO as a complement to good content.

Required texts/sites and podcasts

Books are available at IMU Bookstore
• The Innovator’s Dilemma, by Mark Briggs
• World Wide Rave, by David Meerman Scott
• Online articles as assigned throughout the semester
Instructor: David Schwartz

Office hours: Every class day 20 minute before the start of class, and by appointment

Office: AJB, Room E346B
319-335-3318
david-schwartz@uiowa.edu@daveschwartz

Assignments & grades

Grading system and use of the +/-
Please note that the grade of A+ is very rarely given in this course and only in extraordinary situations. Grades are given as prescribed by CLAS: a ‘C’ represents average work, ‘B’ good, ‘A’ great, ‘D’ below average.

Assignments and Percentage of Final Grade

Final grades are based on a 550-point system, broken down as follow:

340 Total points (See Iowa Dozen – included – for standards)
150 Your collective business and marketing plans. Grade will be collective except in unique situations as decided by the instructor
30 Quiz: World Wide Rave
40 Paper: Evaluation and breakdown of three websites comparable to your team’s desired site. Grade will be collective except in unique situations as decided by the instructor
70 Paper: Where do you want to work? 1) Identify an online media or communications company at which you would like to work after graduation. 2) Identify an aspect of that company currently receiving a lot of internal attention (such as ESPN’s push into 3D, or BTN’s live-streaming apps). 3) Interview a company representative about that initiative to include in a broader paper about the future of that initiative/technology in the media industry
50 Class participation

Participate in daily discussions. … When you’re in the classroom, be in the classroom. … Engage in daily current-event discussions as well as those born from readings. … Come prepared with questions for guest speakers, if applicable. You can learn more from them in 30-45 minutes than in a week’s worth of class. … A ringing cell phone amounts to a one-point class-participation deduction for each person in the class who hears it. There are about 12 people in the classroom. If your phone rings, that’s at least 12 points off, which is about 3.5 percent of your final grade. … Text message at your own risk.

Course policies

Course attendance and timeliness
Except in cases of death in the family, illness serious enough to keep you home, or other genuine emergencies or crises, you are expected to attend all class meetings. If you have a valid reason for an absence, notify the instructor by e-mail ahead of time, and provide relevant
documentation. Missing classes greatly reduces your opportunity for scoring an above-average grade in the course. Showing up late to class corrupts discussions and your team’s goals.

**Participation in class discussions**
This is essential both to the function of the class and to your team’s final grade. In addition to discussing current events and readings, students will break into groups to exchange, discuss and critique papers they have written. Open mouth. Talk.

**Timely completion of assignments**
Except in cases of death in the family, illness serious enough to keep you home, or other genuine emergencies or crises, you are expected to complete all assignments as scheduled. If you have a valid reason for not completing something on time, notify the instructor by e-mail ahead of time, and provide relevant documentation.

**Calendar of course assignments**

*Subject to change*

**Week 1**

*June 19-20*

**Topic:** An introduction of expectations; discussion of the syllabus. The usual first-day routine. … Important terms in entrepreneurial blogging. Break up into teams. Begin evaluation of entrepreneurial sports-based websites.

**Week 2**

*June 25-27*

**Topic:** What kind of site do you want to produce? What kind of content should populate it? … Successes and failures in online sports media.

**Topic 2:** Developing your marketing plan.

**Reading for Monday:** World Wide Rave. All of it.

**Reading for Wednesday:** Introduction and Preface, The Innovator’s Dilemma

**DUE, June 25:** World Wide Rave quiz (in class)

**DUE, June 27:** Collective paper, evaluations of three websites
Week 3
July 2-3
Topic: What others are doing. What we can learn from them, positive, negative or otherwise.  
Topic 2: Search engine optimization vs. content, viral marketing, and interwebsite association  
Reading for Monday: Pages 111-138, The Innovator’s Dilemma  
Reading for Tuesday: Pages 165-184, The Innovator’s Dilemma  
Reading for Tuesday: This is How You Make Something go Viral: An Impractical Guide. (On ICON)

Week 4
July 9-11
Topic: Interdepartmental cooperation and opportunities. Syncing your components and the professional importance of good communication.  
Topic 2: Producing content worth reading and watching.  
DUE, July 10: Paper - Where do you want to work?  
Reading for Monday: Chapter 31, Steve Jobs, by Walter Isaacson. (On ICON)  
Reading for Monday: Chapter 33, Steve Jobs, by Walter Isaacson. (On ICON)  
Reading for Wednesday: Pages 211-234, The Innovator’s Dilemma

Week 5
July 16-18
Topic: Developing your marketing plan.  
Topic 2: The effects of our content on consumers, sources, subjects and others.  
Reading for Monday: Pages 235-256, The Innovator’s Dilemma  
Reading for Tuesday: Pages 257-261, The Innovator’s Dilemma  
Reading for Wednesday: A New Framework for Innovation in Journalism: How a Computer Scientist Would Do It. (On ICON)

Week 6
July 23-25
MONDAY - Topic: Site maintenance, content production and continued marketing.  
TUESDAY - No class. Gather with your teams to work on final papers.  
WEDNESDAY  
DUE: Final projects: Business and marketing proposals.  
Other: Course evaluations and final words going forward
About your instructor
Prior to joining the UI in 2007, David Schwartz was a national leader in digital sports media innovation. He served as managing editor for news and photography for Shaw Suburban Media in Chicago, overseeing the news operations for three websites and two daily newspapers. Previous to that he was sports editor for three years, including 2007, when the Northwest Herald was one of nine news publications in the country to be named Top 10 nationally for daily coverage, Sunday coverage, and coverage in a special section. As editor of McHenryCountySports.com, he increased unique visitors by more than 120 percent in one year and later went on to present his work at the APSE national convention, where sports editors from the L.A. Times, Washington Post, Dallas Morning News and other publications attended Schwartz’s sessions to learn about online prep sports innovation.

Prior to becoming an editor, Schwartz was a beat writer in Chicago covering Major League Baseball, college football and basketball, and high schools, and he provided coverage in a supporting role for the NBA, NHL, NFL and PGA.

Schwartz earned his B.A. from the University of Iowa and his M.S. from Northwestern University’s Medill School of Journalism. He held internships at the Dallas Morning News, Arizona Republic and Chicago Tribune and worked part time at The Washington Post before landing his first job at The Sporting News, where he worked as an editor for the publication’s weekly and annual publications as well as its fledgling online coverage. His current position at the University of Iowa School of Journalism and Mass Communication includes overseeing all of the school’s scholastic outreach efforts, including the Iowa High School Press Association, Iowa Summer Journalism Workshops, the Iowa Journalism Academies, and serving as the school’s liaison to UI Admissions. He is president of the board of directors for the Iowa Center for Public Affairs Journalism.
The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall or see the Academic Handbook. [www.clas.uiowa.edu/students/academic_handbook/index.shtml](http://www.clas.uiowa.edu/students/academic_handbook/index.shtml)

Academic Fraud
Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is reported to the departmental DEO and to the Associate Dean for Academic Programs and Services who enforces the appropriate consequences. [www.clas.uiowa.edu/students/academic_handbook/ix.shtm](http://www.clas.uiowa.edu/students/academic_handbook/ix.shtm)

Making a Suggestion or a Complaint
Students with a suggestion or complaint should first visit the instructor, then the course supervisor and the departmental DEO. Complaints must be made within six months of the incident. [www.clas.uiowa.edu/students/academic_handbook/ix.shtml#5](http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml#5)

Accommodations for Disabilities
A student seeking academic accommodations should register with Student Disability Services and meet privately with the course instructor to make particular arrangements. For more information, visit this site: [www.uiowa.edu/~sds/](http://www.uiowa.edu/~sds/)

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit [www.sexualharassment.uiowa.edu](http://www.sexualharassment.uiowa.edu) for definitions, assistance, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, the class members should seek shelter in the innermost part of the building, if possible at the lowest level, staying clear of windows and free-standing expanses. The class will continue if possible when the event is over. (Operations Manual 16.14. i.)

Important University of Iowa Deadlines for Off-Cycle Courses
(Note: Use only for off-cycle courses. To find the deadlines for a particular course, visit this Registrar site and type in the course number and title: [www.registrar.uiowa.edu/more/coursedeadlines.aspx](http://www.registrar.uiowa.edu/more/coursedeadlines.aspx))
Since this course begins or ends at a time different from other courses, please be aware of these deadlines:
Last day to add: Monday, Jan. 31
Last day to drop: Monday, April 4
*The CLAS policy statements have been summarized from the web pages of the College of Liberal Arts and Sciences.

**The Iowa dozen**

As one of more than 100 programs in journalism and mass communication accredited by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC), we assess student learning to assure that each of our graduates meets the following standards.

We learn to ...

1. Write correctly, clearly and well.
2. Conduct research and gather information responsibly.
3. Edit and evaluate carefully.
4. Use media technologies thoughtfully.
5. Apply statistical concepts accurately.

We value ...

6. Free speech and First Amendment principles for all individuals and groups.
7. A diverse global community.
8. Creativity and independence.

We explore ...

10. Theories and concepts.
11. The history, structure and economy of media institutions
12. The role of media in shaping cultures.