

RTV26798 – Introduction to Live Sports TV Production  
Fall 2024

Meets: **Mondays, 2:00pm – 5pm**  
Weimer Room 3020  
*Subject to change*

**Canvas:** Weekly lessons, homework, and projects.

Instructor: Scott Snyder  
Senior Director, SEC Network and Broadcast Production  
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Office Hours: **Mondays, 12pm – 2 pm**  
Weimer 1024

**COURSE DESCRIPTION:**

Sport has become one of the most influential platforms in the world. Billions of people consume live television sports in some form each year. Live sports productions are the most valuable properties in the ever-changing media landscape.

The purpose of this course is to provide aspiring professionals with the basic skills necessary to work in the one the most exciting careers in sports. The course combines informative lectures, guest speakers as well as hands on experience in the live TV sports platform. The course is modeled after real-world production practices and relies heavily on students working together to complete objectives. Students will leave the course equipped with the basic skills and strategies necessary to begin a career in live TV sports productions.

**COURSE OBJECTIVES:**

This course will teach you to:

- Edit sports highlights videos that meet broadcast standards.
- Become proficient in live-event remote production, vocabulary, workflows, and skills necessary to work a live-event broadcast.
- Communicate using the language of sport.
- Work in a remote sports production environment.
- Capture professional images of sporting events.
- Create freelance (work-for-hire/contractor) invoices.

## **COURSE DESIGN:**

The course assignments will be posted by the week they are due, and you will complete those on your own time. Each assignment will be self-contained and provide you with a curated list of resources that you will need to effectively learn the material and complete the work.

**TEXT:** None Required

## **REQUIRED HARDWARE:**

Cell phone  
Computer/Laptop  
Editing Software

## **COMMUNICATION METHODS:**

The instructor and teacher assistants is available throughout the week should you need assistance. You can email them directly or use the Canvas email system. Often, we will reply within a few hours.

## **ATTENDANCE AND LATE WORK POLICIES:**

Attendance in the weekly classes is required.

**LATEWORK WILL NOT BE ACCEPTED.** However, **any assignment may be turned in early for full points.** If you know that you will miss a particular class period, you may contact the instructor ahead of time and turn the assignment in early for full credit. Documented medical emergencies are considered excused absences and any work missed can be made up at a later date when your health allows. All assignments will be due on Sunday nights by midnight.

## **STUDENTS WITH DISABILITIES:**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **STUDENT EVALUATION OF COURSE AND INSTRUCTOR:**

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/>.

### **UF HONOR CODE:**

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.”

You may not turn in work that is not your own, including work generated by Chat GPT and other AI programs.

### **HELP WITH COPING:**

The UF Counseling and Wellness Center is a free resource for any student who could use help managing stress or coping with life. The center, at 3190 Radio Road on campus, is open for appointments and emergency walk-ins from 8 a.m. to 5 p.m. Monday through Friday. To make an appointment or receive after-hours assistance, call 352-392-1575

**GRADING:**

Grades are earned via (1) Attendance; (2) Assignments; (3) Quizzes; (4) Exam

Area:	Points:	
Class participation	100	A 94-100%
Quizzes (20%)	200	A- 90-93%
Editing Live Event Highlights x2 (40%)	400	B+ 88-89%
Final Project (40%)	400	B 84-87%
		B- 80-83%
		C+ 78-79%
		C 74-77%
		C- 70-73%
		D 65-69%
		E 64% or below

**In-Class activities:** Throughout the semester, we will have in-class activities. Each activity will count for a small amount of points.

**Assignments:** All assignments are due at 11:59pm on Sunday of the week they are assigned.

**Quizzes:** There will be small quizzes given throughout the semester. Quizzes will be assigned through Canvas, and you will receive notifications and reminders about them via Canvas and email.

<b>Week of:</b>	<b>Week of Class:</b>	<b>Topics:</b>	<b>Assignment:</b>	<b>Due Date:</b>
<b>August 26th</b>	1	Introduction/History of Sports Television GatorVision opportunities		
<b>September 2nd</b>	2	<i>No Class – Labor Day</i>		
<b>September 9th</b>	3	TV Production Roles  Tour of GatorVision		
<b>September 16th</b>	4	Game Preparations for Producers  Formating		
<b>September 23rd</b>	5	Game Broadcast review  Guest Speaker		
<b>September 30th</b>	6	Editing Highlights  Pad		
<b>October 7th</b>	7	Understanding the Business  TV Roles Quiz		
<b>October 14th</b>	8	Highlight Project Due	Edit :30 highlight package with music	Oct 13 <sup>th</sup> 11:59pm
<b>October 21st</b>	9	Guest speaker Game Broadcast review		

**COURSE SCHEDULE:**

<b>Week of:</b>	<b>Week of Class:</b>	<b>Topics:</b>	<b>Assignment:</b>	<b>Due Date:</b>
<b>October 28<sup>th</sup></b>	10	Discuss Highlight Project #2 Broadcast review		
<b>November 4<sup>th</sup></b>	11	Highlight Project #2 Due	Edit Highlight package with sound	Nov. 3 <sup>rd</sup> 11:59pm
<b>November 11<sup>th</sup></b>	12	No class/Holiday		
<b>November 18<sup>th</sup></b>	13	Review Highlights Project Discuss final project		
<b>November 25<sup>th</sup></b>	14	No class/Holiday		
<b>December 4<sup>th</sup></b>	15	Final Project Presentations		Dec 3 <sup>rd</sup> 11:59pm

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.

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. It is expected that some of the material in this course may evoke strong emotions — please be respectful of others' emotions and be mindful of your own. 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 adviser, 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.
4. If you prefer to speak with someone outside of the course, Joanna Hernandez, CJC director of inclusion and diversity, is an excellent resource. You can email her at [jhernandez@jou.ufl.edu](mailto:jhernandez@jou.ufl.edu).