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A sports communication class would be a great addition to Purdue Fort Wayne (PFW) because of the resources Fort Wayne has to offer. Fort Wayne has multiple sports teams that are affiliates to professional sports teams in various leagues. such as

The Fort Wayne Komets are an affiliate of the Las Vegas Golden Knights, an official team of the National Hockey League (NHL). The Komets are the 2020-21 Turner Cup Champions. During COVID-19 shorten 2020-21 season, they averaged 6660 fans per home game (HockeyDB.com). Next, the Tincaps, a minor league 1A team, are the affiliate of the San Diego Padres, a Major League Baseball franchise and member of the National League. The TinCaps consistently win best minor league field and average around 9,200 fans (wowo.com). Finally, the Fort Wayne Mad Ants are the affiliate of the Indiana Pacers, a National Basketball League team located in Indianapolis. These teams have a great and loyal fan base with major popularity throughout Fort Wayne and Indiana. Newly added to minor league sports picture is the Fort Wayne football (soccer) club in 2019 (wane.tv). Additionally, Fort Wayne is also home to a Curling club and a roller derby team.

In addition to the minor league and professional sport teams, local university sports teams have presence in Fort Wayne. St. Francis, a catholic college 5 miles from PFW, has a national champion worthy football team. PFW athletics is home to Division 1 sports and part of the Horizon League. According to pfw.edu, there are approximately 244 student athletes; hence, a built-in population who would be interested in sport communication.

Given the number of sports in and around Fort Wayne, a sport communication class should be a course offering. Students enrolled in the sports communication course will have a number of different games, teams, and events to attend to gain professional experience. Journalism students will have a chance to broadcast games, provide color commentary, interview plays, and utilize different writing techniques. By students attending either campus games or semi-pro games they can write about game experiences, outcomes, culture, etc. The Summit City Observer, a PFW news outlet, C-TV, and the college television studio would provide opportunities for students to capture and report latest news about Fort Wayne and campus sports. The combination of PFW news venues Summit and a sports communication class is a great opportunity for students who desire to have a career in sports.

Americans tend to feel most engaged and comfortable taking about their passion over sports issues. According to Tharp and Chetwynd (2007) of the U.S. News and World Report, American culture has been enthralled with sports for years. A recent poll conducted by the U.S. News and Bozell Worldwide to measure Americans attitudes toward sports. The survey determined that American spectators have a positive impact on society and that competitive sports help children learn valuable life lessons. Americans tend to find benefits in sports.

I developed this portfolio for a sports communication class. This portfolio contains two major assignments, a final exam, my resume, teaching philosophy, syllabus, calendar, and annotated lesson plans. In the paragraphs and pages that follow, I provide explanations and details of each of the aforementioned parts.

The major assignments are the sports paper and a press conference. The sports paper is designed to challenge students to conduct their own research on unwritten rules for a particular sport. I will encourage students to build upon prior knowledge they have in this particular topic. Then students will need to conduct extensive research on finding unwritten rules and a popular media story that covered these rules. I would like for each student to analyze a couple of stories and draw their own conclusions to view what is considered right and wrong, what rules are communicated and what rules they learn from other sources. This assignment will challenge students to research outside sources and critically think, and draw conclusions.

 The assigned textbook will be *Communication and Sport* because of the shear number of case studies used at the end of every chapter. These case studies allow students to apply the terms and concepts from the chapter into real narratives. The authors of this book, Butterworth, Billings and Turman are all communication scholars with a sports communication background. Butterworth is actually the director of sports communication at the University of Texas Austin.

This book is easy to read and understandable for readers. It provides many topics in sports communication with the top being crisis communication, fan culture, and gender in sport. I was pleased to see they added gender in sport because of the high rise the LGBTQ community is getting recognized in sports. This textbook covers a lot of recent and controversial sport stories and allows the students to understand the situation and grow their own assumption of the crisis. The textbook covers sport communication from many different angles such as communication from coaches, parents in sports, politics, religion, recreational sports, etc. One of the most important why I choose this textbook was all of the diversity in topics and the excitement I would have lecturing on the trending topics mentioned.

|  |
| --- |
| **COM 200-00: Sports Communication** Purdue University Fort WayneFall 2021T & TH |

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**Instructor:** Kayla Oyler

**Office Hours:** Available by appointment.

**Email:** oylekl01@pfw.edu

**Office Location:** Neff

**Text**

 Billings, A. C., Butterworth, M. L., & Turman, P. D. (2018). *Communication and sport: Surveying the field*. Sage.

**Course Description**

This course is an introduction and overview of the sports communication field. Specific topics that will include sports media, sports fan culture, gender in sport, race and identity in sport, and the future of sport communication. This course will explain theories and practices of sport communication. Emphasis is on media relations and essential skills for sport communication professionals.

**General Education Learning Objectives:**

(1) Demonstrate an understanding of the basic skills necessary to effectively carry out day-to-day responsibilities in sports communications and sports information professions

(2) Demonstrate ability to generate content, including effective writing, from a sports perspective

(3) Demonstrate ability to effectively integrate communications theories with sports organization’s

(4) Distinguish between sports communication perspectives and sports journalism

(5) Distinguish in and among sports communication operations, issues and challenges in professional, intercollegiate, recreational, and Olympic sports

(6) Demonstrate understanding and skill strategies in handling negative publicity and communications crises in sports organizations

(7) Demonstrate skill for assisting athletes, coaches, sports executives and owners to effectively handle media interviews

(8) Demonstrate ability to manage use of social media by the organization, staff members and athletes

(9) Demonstrate understanding of the ethics and values of sports communications

(10) Understand sport communication terms and concepts

**Course Policies**

**PLEASE READ VERY CAREFULLY and THOROUGHLY**

***Respect (Classroom Climate)***

Always treat others with respect during class. Our goal is to maintain a safe and enjoyable environment for class. We will discuss a variety of topics, and as individuals, we will have various experiences and viewpoints on each topic. In this class, there will be zero tolerance of racism, sexism, and hostility. It is important that we listen and be open-minded to others’ views. Disagreement is expected and even encouraged; however, we must be tactful with the way in which we voice our disagreement. Some students may struggle with concepts that come easy for others. We should not create an atmosphere where other students are afraid to ask for clarification. Inappropriate laughing, sighing, mocking, interrupting, and carrying on other conversations during class discussion is prohibited. Students who engage in these activities and are continuously disruptive will be asked to leave the class.

***Harassment & Discrimination***

Harassment of any sort will not be tolerated during or in association with the activities of this class. "PFW prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran."

(See [http://bulletin.pfw.edu/content.php?catoid=1&navoid=10#ipfw\_poli\_7](http://bulletin.ipfw.edu/content.php?catoid=1&navoid=10#ipfw_poli_7).)

***Disabilities***

I will gladly accommodate any special needs for students with disabilities, as long as you provide a letter from SSD. The Services for Students with Disabilities (SSD) office is located ib Walb 118. Services include note-taking assistance, alternative testing methods, books on tape and other support services. For more info visit [www.pfw.edu/ssd](http://www.ipfw.edu/ssd).

***Technology***

While I encourage your use of technology in preparation of class assignments, there will be no text messaging, or cell phone usage allowed during lectures, class activities, and class discussions. Technology needs to only be used for academic purposes. That being said, do not update your Facebook status, tweet your random thoughts, sell your brother’s car on Craigslist, Snap your buddies, etc. The use of any electronic device is at the discretion of the instructor. If you need to be on your laptop a lot, sit in the back so the screen is not distracting to others.

***Attendance***

Attendance will be taken at the beginning of classes. My goal is to meet once a week for classes. When it comes to speech days, you must come to class for every one of the speech days. **Failure to attend class on a classmate’s speech day results in a 25-point deduction (Due to the current circumstances I will be lenient on these if it is a SERIOUS situation).** Students are allowed to miss up to 3 absences during the semester. If a student misses more than 3 absences, it will result in a **1% reduction** for their overall class grade for each absence. **This allowance does not include speech presentation days or exam days.** If there is an emergency, please contact me as soon as possible to count it for an excused absence.

***COVID19 Clause***

In addition to the University’s policies, this clause contains what will happen should I or one of your classmates be exposed to COVID19.

**Instructor**

There are two plans in place regarding the instructor being exposed/diagnosed with COVID19.

*Face-to-face course*

Should I, or any member of my immediate family, be quarantined at any point during the semester, we will switch to online synchronous teaching. The course schedule will remain the same but rather than meeting face-to-face, we will be meeting in the virtual classroom.

If I, or any member of my immediate family, fall ill with COVID19, I will send an email out to all of you. At that time the course will either a) move to asynchronous learning or b) another instructor will cover the course.

*Online course*

Should I, or any member of my family, fall ill or be diagnosed with COVID19, the asynchronous component of the course will continue. Should I, or any member of my family, be hospitalized, a designated faculty member will oversee the class.

**Student**

Should you be exposed to COVID19 and require quarantine or should a family member require your assistance, then

DO reach out to me so that we can set up a conversation via Zoom. We will work out a plan that fits you and your lifestyle at that time. I promise you grace; I only ask for grace in return.

Should you be diagnosed with COVID19, then

DO reach out to me. If you are unable, then please have a family member, classmate, friend reach out to me. You will be excused from completing the work during your hospitalization and/or recovery. When you are better, we will meet to discuss how to proceed with your missing coursework at that time.

Please make sure to keep diligent with your health. WEAR a mask (no mask, no come to class), carry and use hand sanitizer, and wash your hands frequently. Also, disinfectant your workspace in the classroom and practice social distancing.

***Preparation, Participation, and Assignments***

You cannot just come to class and expect to get participation points. Communication classes require a lot of classmate interaction. Please do not hesitate to bring any of your thoughts, questions, or insight to class; however, I am more concerned with the thoughtfulness and quality of your comments than the quantity. All assignments are due at the beginning of class on the day they are due. **I will only accept late assignments within 24 hours of the due date with up to a 10% deduction in your grade for that assignment.** For this course, each student will have to write 1 free write for each chapter we cover in class.

***Makeup Work Policy***

If you happen to miss a class that has a speech, assignment due, or an Exam Day, PLEASE come see me in my office hours so we can make arrangements. Failure to contact me in regards to make-up work will result in a 0 for that speech, assignment, or exam.

***Academic Integrity***

It is expected that each student will behave honorably throughout this course. According to PFW's Academic Regulations, "Academic honesty is expected of all students. You are responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another’s cheating."

**Academic dishonesty includes:**

•Cheating or helping another to cheat on an exam.

•Using a speech, in whole or in part, authored by someone other than yourself.

•Plagiarizing another’s written or oral work, in whole or in part, including insufficient citations or references.

•Falsifying information including, but not limited to, absence excuses, interviews, etc.

•Not citing websites, books, pamphlets, or any other source appropriately.

For an explanation and discussion on plagiarism, see:

<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/plag.html>

**Assignments**

All written assignments should be typed, double-spaced, should have one inch margins, and should be in Times New Roman font 11 or 12 points. You will receive more specific instructions for all assignments in class. DO NOT base your understanding of the assignments ONLY on the descriptions is this syllabus. All written assignments must be submitted to the instructor in Blackboard.

1. Quizzes (4)

The quizzes will cover information from lectures, in-class presentations, and textbook readings. Quizzes will have multiple choice, short answers, and true/false.

*These quizzes address objective: (10) Understand sport communication terms and concepts*

1. Final Exam

This final exam will be a case-based question. A recent controversial crisis in the sports industry will be the focus of this exam. I will give a brief summary of the crisis, two articles of the issues from two media outlets. This exam will utilize framing theory from chapter 3 and crisis communication. You will need to answer a few questions in 2-3 paragraphs.

*The final exam address objective(s): (6) Demonstrate understanding and skill strategies in handling negative publicity and communications crises in sports organizations; and, (7) Demonstrate skill for assisting athletes, coaches, sports executives and owners to effectively handle media interviews*

 C. Press Conference:

This is partner presentation project that features a recent sports story but is told from your perspective. This can be any recent story from any sport or athlete of your choice. This assignment will challenge you to conduct your own research and communicate to the class in a live press conference setting. You can look at multiple media outlets such as sports news, local news, national news, social media platforms, etc. This assignment will be broad because of the recent topics coming out at the time this assignment is assigned. These stories can be anywhere from a controversial crisis communication or an upcoming college athlete that could be the next Tom Brady. This will be graded in two parts. The first part will be a journalist piece that will be the basis of your speech for the press conference. The second part is the live press conference. You and your partner will give the class a live press conference discussing your recent sport story. This press conference will be no more than 5 mins. This assignment will utilize group communication theory.

*This press conference will utilize the objectives of (1) Demonstrate an understanding of the basic skills necessary to effectively carry out day-to-day responsibilities in sports communications and sports information professions (2) Demonstrate ability to generate content, including effective writing, from a sports perspective (3) Demonstrate ability to effectively integrate communications theories with sports organization’s (4) Distinguish between sports communication perspectives and sports journalism (5) Distinguish in and among sports communication operations, issues and challenges in professional, intercollegiate, recreational, and Olympic sports (6) Demonstrate understanding and skill strategies in handling negative publicity and communications crises in sports organizations (8) Demonstrate ability to manage use of social media by the organization, staff members and athletes (9) Demonstrate understanding of the ethics and values of sports communications (10) Understand sport communication terms and concepts.*

 D. Written Assignment

Reaction papers will be a continuation of case studies all semester long. These assignments will be from a qualitative approach to understand different perspectives and approaches in media, athletes, and organizations in sports communication. Each student will read a case study on selected weeks from the book. They will then write a reaction paper on their perspective of the case study. Each reaction paper should be 1 full page in length double spaced. All reaction papers will be due on Brightspace the night before our next class. Reaction papers are due before class on Tuesday on Brightspace.

*The reaction paper will utilize the objective of (2) Demonstrate ability to generate content, including effective writing, from a sports perspective.*

Sport Paper- Your first paper is a think piece. You are to examine your favorite sport as performative public discourse. You are to identify three well-known rules from that sport. These will be unwritten rules (remember, for instance, that baseball has a whole series of unwritten rules regarding how players in Major League Baseball are “supposed” to play the game). You are then to offer at least one illustration of a story from the last three years in which an athlete succeeded or failed to fulfill one or more of those rules and was praised or blamed for doing so. You are to find at least one story on popular media that covered the story (this could be newspaper, magazine, popular blogs or podcasts). You are to show how the story used the athlete’s actions as a proof or example demonstrating something praiseworthy or blameworthy. You are then to draw conclusions from each story regarding what readers are supposed to see as right/wrong and the values they are motivated to embrace (e.g. a story in which it is praiseworthy to “win at all costs” would represent a much different value scheme from a story in which it was praiseworthy to “lose by playing the game fairly and not cheating”).

*This sport paper will utilize the objectives of (2) Demonstrate ability to generate content, including effective writing, from a sports perspective (3) Demonstrate ability to effectively integrate communications theories with sports organization’s (4) Distinguish between sports communication perspectives and sports journalism (5) Distinguish in and among sports communication operations, issues and challenges in professional, intercollegiate, recreational, and Olympic sports(9) Demonstrate understanding of the ethics and values of sports communications (10) Understand sport communication terms and concepts.*

Papers must be 4-5 pages in length and have a minimum of four cited references. Papers will be graded on clarity of argument, application of class theory, and writing quality. Papers with excessive errors in spelling or grammar (over fifteen) will be returned to the author for a rewrite. Rewritten papers will lose a letter grade and the authors will receive a zero for the assignment until the rewritten papers are handed in.

E. In-class discussions/participation

These in-class discussions are ongoing throughout the semester. I will keep track of who is talking during class and participating in our open discussions. Please make sure to participate in every class in our discussions.

**Grading**

***Points Breakdown***

Exams (1) 10% (100 Points)

Quizzes (4) 10% (100 points)

Press Conference (1) 35% (350 Points)

Sport Paper 10% (100 points)

Reaction Papers 30% (300 points)

In- class discussions 5% (50 points)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Total 1000 pts**

***Grading Scale (Points)***

960-1000 = A+ 930-959 = A

900-929 = A- 860-899 = B+

830-859 = B 800-829 = B-

760-799 = C+ 730-759 = C

700-729 = C- 670-699 = D+

640-669 = D 600-639 = D-

000-599 = F

**After the first week of class, your continued attendance in class signifies that you understand these policies and expectations and that you agree to participate in this course in accordance with them.**

**Course Resources**

***Communication Lab*** Visit Helmke 418

Mondays 12:30-5 pm

 Tuesdays 9 am to 4 pm

 Wednesdays 12-6 pm

 Thursdays 1:30-4 pm

***Services for Students with Disabilities***

***The Writing Center-*** Visit Kettler Hall G19.

***The Center for Academic Support and Advancement (CASA)-*** Visit Kettler G23.

***Purdue Owl***- APA Format Guide

***IT Services***- Visit Kettler 206.

**Class Schedule**

**Week 1- Syllabus/ Intro to class Aug. 24 & 26**

**Week 2- Chapter 2 (Chapter 2 Reaction Paper) Aug. 31 & Sep. 2**

**Week 3- Chapter 13 (Chapter 13 Reaction Paper) Discuss Sport Paper Sep. 7 & Sep. 9**

**Week 4- Chapter 3 & 4 (Chapter 4 Reaction Paper) Reading on: Framing Theory. Sep. 14 & Sep. 16**

**Week 5- Partner pair up & topic discussion / Open class discussion on topics Sep. 21 & Sep. 23**

**Week 6- Chapter 6 (Chapter 6 Reaction Paper) Sep. 28 & Sep. 30**

**Week 7- Chapter 5 (Chapter 5 Reaction Paper) Oct. 5 & Oct. 7**

**Week 8- Workday on Journalism portion of the press conference / Open class discussion on journalism portion Oct. 12 & Oct. 14**

**Week 9- Chapter 8 (Chapter 8 Reaction Paper) Reading on: Agenda Setting Theory. Oct. 19 & Oct. 22**

**Week 10- Chapter 11 (Chapter 11 Reaction Paper) Sport Paper due Oct. 26 & Oct. 28**

**Week 11- Chapter 15 (Chapter 15 Reaction Paper) Nov. 2 & Nov. 4**

**Week 12- Live Press Conference Nov. 9 & Nov. 11**

**Week 13- Chapter 12 (Chapter 12 Reaction Paper) Reading on Group Communication Theory. Nov. 16 & Nov. 18**

**Week 14- Chapter 16 (Chapter 16 Reaction Paper) Nov. 23**

**Week 15- Preparation for Final Exam Dec. 7 & Dec. 9**

**Week 16- Final Exam Dec. 14**

**Sport Paper**

**Written Assignment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Inadequate=D (Below Standard) | Adequate=C (Meets Standard) | Above Average=B (Exceeds Standard)  | Exemplary=A (Far Exceeds Standard)  |
| Organization  | Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.  | Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.  | Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present | Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.  |
| Level of Content | Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.  | Content indicates thinking and reasoning applied with original thought on a few ideas.  | Content indicates original thinking and develops ideas with sufficient and firm evidence.  | Content indicates synthesis of ideas, indepth analysis and evidences original thought and support for the topic.  |
| Development  | Main points lack detailed development. Ideas are vague with little evidence of critical thinking.  | Main points are present with limited detail and development. Some critical thinking is present.  | Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points | Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.  |
| Grammar & Mechanics  | Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.  | Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.  | Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.  | Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.  |
| Style | Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.  | Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.  | Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.  | Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination  |
| Format  | Fails to follow format and assignment requirements; incorrect margins, spacing and indentation; neatness of essay needs attention.  | Meets format and assignment requirements; generally correct margins, spacing, and indentations; essay is neat but may have some assembly errors.  | Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.  | Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look.  |

**Sport Paper-** Your first paper is a think piece. You are to examine your favorite sport as performative public discourse. You are to identify three well-known rules from that sport. These may be written or unwritten rules (remember, for instance, that baseball has a whole series of unwritten rules regarding how players in Major League Baseball are “supposed” to play the game). Such as “Don’t walk in front of the catcher, There’s no crying in baseball, or Don’t yell while a defensive player is trying to make a catch.” You are then to offer at least one illustration of a story from the last three years in which an athlete succeeded or failed to fulfill one or more of those rules and was praised or blamed for doing so. You are to find at least one story on popular media that covered the story (this could be newspaper, magazine, popular blogs, social media post, or podcasts). You are to show how the story used the athlete’s actions as proof or example demonstrating something praiseworthy or blameworthy. You will want to write this paper through a crisis communication theory lens such as Situational Crisis Theory, Contingency Theory, or Threat Appraisal Model. You are then to draw conclusions from each story regarding what readers are supposed to see as right/wrong and the values they are motivated to embrace (e.g. a story in which it is praiseworthy to “win at all costs” would represent a much different value scheme from a story in which it was praiseworthy to “lose by playing the game fairly and not cheating”). I suggest you look at a list of unwritten rules for the particular sport you are a fan of. Next find articles, posts, etc. on the unwritten rules. Then from your findings you may decide what unwritten rule you find more interesting to write about. Once the unwritten rule and articles are found, look at what crisis communication theory you will choose as your lens to write this paper.

* + 1. Papers must be 4-5 pages in length and have a minimum of four cited references. Papers will be graded on clarity of argument, application of class theory, and writing quality. Papers with excessive errors in spelling or grammar (over fifteen) will be returned to the author for a rewrite. Rewritten papers will lose a letter grade and the authors will receive a zero for the assignment until the rewritten papers are handed in.

 This paper will be due at the end of October. This paper will utilize different parts from Chapter 4 (Sport Fan Culture), Chapter 3 (Sports Media: Navigating the Landscape), Chapter 12 (Group Norms), and Chapter 9 (Identity in Sport). These chapters all mention “unwritten rules” for particular sports. Athletes are often held to a certain persona or standard to their organization and fan base. It will be interesting for the students to research what exactly these written and unwritten rules are. I will want students to compare their different findings and also find similarities. Each student should focus on at least one sport but under certain circumstances, they can ask me to research two sports. This assignment will allow each student to generate content and effective writing. This assignment will have each student distinguish between sports communication perspectives.

*This sport paper will utilize the objectives of (2) Demonstrate ability to generate content, including effective writing, from a sports perspective (3) Demonstrate ability to effectively integrate communications theories with sports organization’s (4) Distinguish between sports communication perspectives and sports journalism (5) Distinguish in and among sports communication operations, issues and challenges in professional, intercollegiate, recreational, and Olympic sports(9) Demonstrate understanding of the ethics and values of sports communications (10) Understand sport communication terms and concepts.*

**Press Conference Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  **Criterion**  | **Rating****Excellent**Points 10-9 | **Rating****Good**Points 9-8 | **Rating****Satisfactory**Points 8-7 | **Rating****Needs Improvement**Points 7-6 | **Score**  |
| Introduction | (1) Gets attention (2) Clearly identifies topic(3) Establishes credibility (4) Previews the main points | Meets any three of the four criteria | Meets any two of the four criteria | Meets only one of the four criteria |   |
| Body | Main points are clear,well supported, andsources are documented | Main points aresomewhat clear,some support, andsome documentation | Main pointsneed clarityand supportlack ofsources anddocumentation | Main pointsare not clearand have no supportand no sources or documentation |   |
| Conclusion | (1) Reviews main points(2) Brings closure(3) Memorable | Reviews main points, bringsclosure  | Brings closure | Does not bring closure; the audience is left hanging |   |
| Eye Contact | Eye contact with audience virtually all the time (except for brief glances at notes) | Eye contact with audience less than 80% of the time | Eye contact with audience less than 75% of the time | Little or no eye contact |   |
| Use of Language | Use of language contributes to effectiveness of the speech, and vocalized pauses(um uh er etc.) not distracting | Use of language does not have negative impact, and vocalized pauses(um uh er etc.)not distracting  | Use of language causes potential confusion, and/or vocalized pauses(um uh er etc.)are distracting | Use of language is inappropriate |   |
| Body language  | Body language, gestures, and facial expressionsadds greatly to the message | Body language,gestures, and facialexpressions compliment message | Body language,facial expressions and gestureslack variety and spontaneity  | Body language, gestures, andfacial expressions are lacking or inappropriate |   |
| Clarity | Speaks clearly and distinctly all the time with no mispronounced words | Speaks clearly and distinctly nearly all the time with no more than one mispronounced word | Speaks clearly and distinctly most of the time with no more than two mispronounced words | Often mumbles or cannot be understood with more than three mispronounced words |   |
| Topic is specific, follows assignmentAdapted to audience | Topic is specific,appropriate andadapted | Topic is clear appropriate andsomewhat adapted | Topic lacks clarityand focusneeds adapting toaudience | No specific purpose--inappropriate foraudience oroccasion |   |
| Visual Aids | Visual aids well-chosen and presented | Minor problems with visual aids | Significant problems with visual aids | No visual aids |   |
| Time | Within allotted time | Within 10% of allotted time | Within 20% of allotted time | Not within 20% of allotted time |   |

**(Adapted from Dan Rooney)**

**Press Conference-** This is a public partner presentation project that features a recent sports story but is told from your perspective. This can be any recent story from any sport or athlete of your choice. These stories can be anything controversial or an up and coming athlete. This assignment will challenge you to conduct your own research and communicate to the class in a live press conference setting. This will be graded in two parts. The first part will be a journalist piece that will be the basis of your speech for the press conference. The second part is the live press conference. You and your partner will give the class a live press conference discussing your recent sports story. This press conference will be no more than 5 mins. Every student will have to utilize at least one chapter in the book for this project. This assignment will utilize group communication theory.

 This presentation could actually utilize a lot of different chapters that are covered. Any recent sports news article could cover Sport Fan Culture (Chapter 4), Sport Media (Chapter 3), Gender in Sport (Chapter 6), Race and Ethnicity in Sport (Chapter 7), Identity in Sport (Chapter 9), and Crisis Communication in Sports (Chapter 13). This assignment is my favorite assignment because of how broad it can be. I think this assignment will be fun and more hands-on learning for the student. This assignment will utilize the students writing abilities and communication skills in broadcasting. From completing this assignment the students will include effective writing. The students will understand skill strategies in handling negative publicity and communication crisis. The assignment will allow each student to understand the ethics and values of sport communication.

*This press conference will utilize the objectives of (1) Demonstrate an understanding of the basic skills necessary to effectively carry out day-to-day responsibilities in sports communications and sports information professions (2) Demonstrate ability to generate content, including effective writing, from a sports perspective (3) Demonstrate ability to effectively integrate communications theories with sports organization’s (4) Distinguish between sports communication perspectives and sports journalism (5) Distinguish in and among sports communication operations, issues and challenges in professional, intercollegiate, recreational, and Olympic sports (6) Demonstrate understanding and skill strategies in handling negative publicity and communications crises in sports organizations (8) Demonstrate ability to manage use of social media by the organization, staff members and athletes (9) Demonstrate understanding of the ethics and values of sports communications (10) Understand sport communication terms and concepts.*

COM 200: Sport Communication

Fall 2021

Instructor: Kayla Oyler

**Quiz 1:**

1. What are the sport fan types and their description? (5 pts)
2. Define hegemonic masculinity in your own words and give an example. (10 pts)
3. Describe one situation where an athlete had to repair their image. This can be from the textbook or any recent situations. (10 pts)

 **Quiz 2:**

1. 25% of all sports fans consume sports through an Internet-enabled mobile device. T or F (1 pt)
2. ESPN has 97% of the coverage on Men’s sports. T or F (1 pt)
3. In your own words, what are sports organizations? (3 pts)
4. What is the difference between image and organizational repair? Give one example for each. (10 pts)
5. Describe the controversial story of the Washington Redskins having an offensive mascot? (10 pts)

**Quiz 3:**

1. What sports were “not appropriate” for women? (5 pts)
2. Describe one hazing ritual that was mentioned in chapter 12? (10 pts)
3. Describe the 5 types of power and define them. (10 pts)

**Quiz 4:**

1. List 7 popular sport media outlets the textbook list. (10 pts)
2. What are some of the group norms listed in chapter 12? (10 pts)
3. What were the two types of parental involvement in their children’s sports? Define. (5 pts)
4. Why was “Title IX” the most significant change for women in sports? (5 pts)
5. What is cohesion? Why is it important in maintaining a good team relationship? (5 pts)

**Final Exam:**

***Explanation:*** For the Final Exam. the students will answer a case-based question. The quizzes for this class will go over different terms and concepts that will be covered in chapters. The case based final exam will go along with all the case-based studies all throughout the semester. This final exam will consist of a case-based study and two questions following the case-based study. I chose to do a case study final exam because I mentioned in the literature review that a case-based study allows for students to analyze what went right or wrong, what problem arose, what led to the problem going wrong, how could this problem be prevented in the future, etc. This final exam will incorporate crisis communication and communication theory. The theory they will relate the crisis to is the framing theory that was previously studied in Chapter 3. The students will utilize framing theory by examining how the crisis is being presented to the audience and how the public could feel about information that was given. For this exam, I will give the students a summary of a recent crisis by me and two news articles covering this issue. Students will need to read all material and answer multiple questions concerning the crisis. The answer should be in complete sentences with at least 2-3 paragraphs.

***Exam:***

Jon Gruden has recently resigned as the coach of the Las Vegas Raiders. Detailed emails surfaced in which he made homophobic and misogynistic remarks following racist statements about a union leader. This resignation was a major communication crisis in the sports industry. With racial movement taking the United States and world by storm, this crisis was talked about by multiple media outlets all over the world.

For this exam, you will need to read two articles by the news media. Understand what the crisis is and how it was handled. Using the framing theory lense, decide what the media is presenting to the public.

<https://www.usatoday.com/story/sports/nfl/2021/12/03/raiders-brent-musburger-jon-gruden-email-leak-professional-hit-job/8852591002/>

<https://www.nytimes.com/2021/10/11/sports/football/what-did-jon-gruden-say.html>

**In your response please mention:**

What is the problem in this crisis?

How was the problem handled?

Was the problem handled in a positive or negative way?

What was the media trying to frame about the crisis?

How could this problem be handled differently?

What can the organization do in the future to prevent this crisis?

Grading

Students must answer all questions for possible full credit. Every short answer question must be 1-3 sentences. Every essay question must be 3-5 sentences. All sentences must be clear and complete sentences. No errors. Any sentence errors will result in points off.

This test consists of a short answer and essay questions. This textbook does not have a lot of chapter terms. The textbook is mostly filled with multiple stories and situations in the sports industries. The goal for this test is to see how each student interrupted different stories and concepts. This textbook requires a lot of critical thinking to which I believe this test gears more toward critical thinking and student interpretation of multiple chapters.

**Teaching Philosophy**

My philosophy of education is to view all students as unique. My classrooms are always focused on the specific needs of my students. I work hard to differentiate learning so that each student’s unique skills are emphasized. I want the students to be able to generate course content and effective writing skills. Each student should become familiar with communication theories that are relevant to the class lectures. My classrooms are spaces for exploration and discovery. I favor practical lessons in which students get hands-on experience of the subjects under analysis. I encourage students to walk into the classroom with a positive attitude toward learning. The best classes occur when students know that they are expected to do their best each and every day. I aim to create learning environments that are rich in resources so that students can learn through practical learning scenarios.

It is my goal to have my students think outside the box, critique the everyday assumptions they take for granted, and leave my classes with more questions than answers. Every student must have an enriching educational environment where they can grow physically, mentally, emotionally, and socially. My goal is to help students tap into prior knowledge and test it against what is presented in class. I want to build on their prior knowledge to gain a greater understanding of more complex theories. Learning can be best understood when students internalize and actively apply knowledge in creative and impactful ways. I always encourage critical thinking along with the improvement of oral and written skills. I believe students best learn when they are actively engaged in class. These are my ideals to which I am constantly striving but not always successful. I hope to give each student the skills for retaining knowledge.

 In order for these goals to be achieved, case-based learning is the best approach. Case study approach shows the application of theory and concept to real situations. I want students to be able to decipher the case study from multiple angles and different lenses using multiple communication theories. Case based learning will allow for students to look at the case from multiple perspectives in a group setting. This will allow for students to work together and create solutions for the case. Case based learning has students learn hands-on learning that builds interest and motivates students to engage in learning tasks.

**Lesson Plans**

**Chapter 2**

**Player #1 The Participant**

Baseball leagues

School teams

YMCA clubs

Family members playing baseball

Pick-up basketball at the local parks

Tons of people love to play recreational sports. Whether it’s with friends, family or just to meet new people. Here in Fort Wayne, there are loads of different recreational leagues of all kinds of sports. Personally, I tried the Fort Wayne Social but it was right when COVID hit so I never finished the sport. I do remember the first game; everyone was so nice and welcoming. It really is a great way to meet new people. Oftentimes the professional athlete gets heat because they forget their youth of playing a sport.

**Player #2 Sports Organizations**

Sports organizations serve a vital role by coordinating efforts and providing spaces and events that advance opportunities for participation.

Recreation and athletic clubs can function as “get to the gym and exercise.” These clubs can be at city parks, recreation departments, and other uses of space for competitive games.

Sports organizations can involve state and national federations. Each state has an organizing federation to handle high school athletes' rules and competitions. They mostly just want to play but also fulfill advocacy roles to ensure competition.

**Player #3 Sports Media**

Sports have grown to all levels of society, they have also spread to the media outlets. Sports media has changed substantially with diminishing opportunities at local and national levels.

Visibility jobs feature media players with which most people are familiar with just as commentating sports games. Commentators are usually former popular athletes.

Drew Brees just retired. He is now a sports commentator.

Production jobs take substantially fewer people. These jobs are very critical to every sports entity. These jobs can vary between the photographer who has to capture one single shot at least that is worth telling the story of a 3-hour game. There is the producer who can determine how the storytelling will unfold either between visual, audio, and graphic components. Editorial departments are strictly focused on streamlining content, such as newspaper editorial who checks a story for accuracy, length, and appropriate emphases.

**Player #4 The Fan**

A fan is obligated to play more sports as well as consume them. Fans are interested in following sports at all levels because of their emotional appeals. They usually have a desire to be entertained, contain eustress (a form of stress that is actually fulfilling and achieving.), bolstering self-esteem, and the need to escape from the daily grind of life.

**Case Study**

Does it seem appropriate that only athletes from a limited number of sports are eligible for the additional stipends based on their capacity as a revenue-generating sport?

What potential problems might the shift by the NCAA cause in the future as revenue from collegiate sports continues to increase?

**Chapter 13**

A crisis can result in a number of competitive situations such as cheating, brawls, fighting, etc. Crisis in sport has a profound ability to require organizations to manage information in response to the fan’s and spectator’s need to make sense of what has occurred.

Sense making and information management can be viewed through a variety of lenses and serve important functions for the need to further communicate about sports crises. Outcome seekers are attracted to the basic elements of sports but are particularly motivated by the need to establish a clear winner or loser. Resolution seekers are more likely to view contests as a central point where athletic promise or superiority can be displayed over the quest for excellence.

**Image repair and Apologia**

Apologia is a discourse that focuses on the self-defense needed to combat external personal attacks on one’s character. An image can be threatened when an act is perceived as reprehensible by a relevant audience. Image repair strategies are taking accountability to face situations of real alleged wrongdoing.

In 2007 Bill Belichick was accused of videotaping defensive signals during the game. He faced considerable fines from the NFL. This situation needed an image repair not only from the coach but the organization.

**Organization Image Repair**

Sports organizations can face all levels of image repair after events outside their control shake the public. Organizations follow a thin line with entertainment. Organizations are often faced with scandals that easily target the integrity of the organization while fans begin to question whether contest outcomes are fixed or administrators are providing the necessary oversight of their programs.

**Athlete Image Repair**

The need for athletes to engage in image repair activities has increased significantly due to the value that has now been placed on the athlete’s image. The financial value and the increased news coverage of athletes have resulted in the need for image repair that positively employs the basic tenets.

**Case Study**

Are there times when a coach’s behavior is justified when it comes to the discipline her or chooses to use with athletes?

How much do you believe that Leach’s unwillingness to apologize impacted the administration’s response to his behavior as a coach?

**Chapter 3**

Sport and traditional media are still driving the overall media bus. It is known that sports telecasts represent most of the ratings in the US. The Super Bowl every year has over 100 million viewers. The traditional print media outlets with sports media look very different than they did 10-15 years ago. These reporters told stories about players, vital statistics, and game recaps. Sports newspapers and magazines are more likely than other forms of media to embrace traditional sports such as boxing or baseball. Other forms of media are changing as well. Sports radio was traditionally recognized as the medium most likely to create relationships with fans. Sports radio fills every hour of programming not only with live broadcasts but a heavy dose of analysis. Sports websites have become one-stop shopping for modern sports fans. The website not only offering information on the current game but also archives the past. This chapter mentions the framing theory and how media outlets frame different stories especially in the sports industry.

**Sports Social Media**

Social media is a concept that most people think they know can list examples of platforms that the classifications rarely have a specific definition. Social media refers to digital communities in which creating and sharing content is done within given networks.

Most scholarly work has been focused on Twitter because of its security as it is uniquely designed to facilitate breaking news and is considerably more likely to have athletes, teams, and sports organizations. When people interact online, they change perceptions of their favorite athlete or team. Social media can be a hobby for athletes.

Facebook was the number 1 option for people who used social media to follow the sport.

Football is the most followed sport on social media

4% believe second-screen consumption will have the biggest impact on the way sports are consumed in the immediate coming years.

29% of all sports fans watch online via personal computer.

23% of all sports fans consume sports through an internet-enabled mobile device.

Sport and user-generated media

Streaming video and other online traffic are devoted to mainstream sports highlights, the user-generated media industry. Youtube alone has over 1 billion visitors per month. That is nearly 10% of the world population. Some videos are created and uploaded for sports purposes. Tiktok allows people to create short videos for content. This site is great for users to develop sport components, creating things like internet memes that bring sports fans together.

**Reading on Framing:** Theory:https://d1wqtxts1xzle7.cloudfront.net/56801150/socialnormSoSandframing-with-cover-page-v2.pdf?Expires=1642369068&Signature=KwE-Mq9glx3s7uBVO5vinpltIH5Ay6DiNnBwRoI6XZJUCeMR8v3D3hTEMCIWg4S8M~V~HGQ~grv8AW5ARQjwISSJn7DznvJJ7vTIKlUEGtJn-VixccCQ-Lbrba7BXFcnogAGzhEl8KOe0Dcqd2i2DAVqCb5tVVNAXZ8RUfLM0VYGX95Mr2W2mcDwpWDmK~EWPv6MXXecyZTny-FMORXt4OAijiUxYZ~pG4IeJE5QS3hUg~w0S6W6cyfFf1~h1QKLJE6psqqipMzpxLgDg1y4tiPIpUM0xzf0wW8W9DvJcLX9PUgOZhG1k7uKhhQyYcH3pUaI0wMqcBJjUNYnij3gAw\_\_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA

**Chapter 4**

A fan is commonly used to depict those who experience a greater sense of devotion to the sport they follow. A spectator describes those who simply watch and observe the game. Hardcore fans are knowledgeable about the game itself. A number of people each year watch March Madness. There are office betting pools that add excitement to the games as the tournament unfolds. As the tournament comes to an end, the fans are less likely to follow the teams beyond that. But die-hard fans, look forward to the upcoming season.

**Fan types**

Social- Are individuals whose interest in a sport is driven more by the ability to connect with others. The sport itself is peripheral or secondary to the pleasure obtained from sharing the experience with other fans.

 A coworker who takes part in an office pool for the NCAA basketball tournament despite having not followed college basketball the entire regular season.

Focused- Individuals with moderate investment in a particular team, sport, or community who spend considerable time following outcomes.

 Dallas native who won is vested in seeing the Cowboys and Rangers perform well throughout their respective seasons.

Vested- Sports fans with significant emotional attachment to the success or failure of the teams or sports they support.

 Snowboarding enthusiast who attends all national events and makes reservations to attend the Olympics every 4 years to support the sport.

**Being a fan in the stand vs Mediated fandom**

Fandom is no longer defined by our physical presence at the actual sporting event. There are tons of reasons why fans attend the live event. Fans feel the need to participate in live events because it serves as not only an opportunity to collect mementos. MLB has grown tremendously because of the attendance for the amenities at the ballpark. Rituals have expanded beyond just the context of viewing the event in person. The TV viewing experience has become more increasingly popular than watching in person.

**Case Study**

What do you perceive to be the viability for a sport that does not provide an opportunity for its athletes to complete either professionally or in the Olympic Games?

What does this example of the wrestling community tell you about the role that sport fans, with even a limited fan base, play in shaping the success for the sport they love?

Despite how you feel about the sport of wrestling. What are your thoughts about the process developed by the IOC to manage a set of core sports for the Olympic Games? Are they likely to become irrelevant if the IOC doesn’t affect effectively manage spectator interest?

**Chapter 6**

Sports that were first considered feminine were gymnastics and swimming. Opportunities happened in sports to which ladies could still behave as they were expected to. Golf started to become mainstream in women’s sports. The most significant change for women’s sports was Title IX of the education amendments of 1972 that made gender equity into law. This law is largely regarded as an athlete law.

**Hegemonic Masculinity**

Hegemonic masculinity explains how power becomes entrenched in established beliefs regarding power and myth. Hegemony is not only about power but also winning. No surprise that scholars have used this term to explain how male athletes maintain dominance in a sport that ranges from access to economics to participants rates to media coverage. Sports are often defined as bigger, faster, and stronger. Males have also proven in world record that they are objectively bigger, faster, and stronger. Applying hegemonic masculinity also can explain how male athletes sometimes are typified in more objective manners than the more nuanced and repeatable athletic skills. For example, The NBA is more likely to show powerful slam dunks than women’s sports.

Coverage of Women’s sports

ESPN shows 97.5% of men’s sports

FOX shows 97.4% of men’s sports

ESPN has an average of 1:28 of stories about men versus 1:02 for women

FOX has an average of 1:17 of stories about men versus 53mins for women

**Case Study**

US women’s soccer is certainly unique in its ability to generate considerably higher revenues than their male counterparts, but what factors do you feel drive the national organization’s formula for disturbing revenue to players?

Outside a decision not complete on the US women's team, what other options might the players have for working to address this perceived inequity?

How are the historical issues associated with women’s athletics discussed earlier in this chapter influential in producing this type of outcome for the US women’s team?

**Reading on my entry in the “2019 Women’s FIFA World Cup”**

**Chapter 5**

Myths can be either particular or universal. A myth could stand on its own or it might be used as an exemplar of larger mythology. Sports leagues and organizations are aware of their histories. NFL for example at the beginning half of the 20th century the Baltimore Colts played the New York Giants and it was the first game to go into overtime. It is known as “the best game ever played” even though now it is not as important.

Certain types of myths can often serve as a positive function for sports organizations for sports, organizations, media, and fans. The NHL has long balanced the need for control and order with the excitement of violence of fighting between players. The cliche goes “I want to fight and a hockey game broke out.” The violence has encouraged strength and toughness. Even though this violence attracts a lot of fans, it also detours others. The NHL is known as the “Greatest game ever played.”

**Sport and Ritual**

Sports rituals are commonly formed through media. The NBA draft is created characters out of players. The elements Various elements of the NBA draft occur regularly throughout the years. Every player waits nervously all dressed up “in costume” to hear what team they could potentially join. Each moment of waiting reinforces the dominant notion of a ritual transformation this means the draft broadcast becomes a sports rise of passage.

**Myth**

Myth is broader than sports rituals serve communities by providing communication means of joining people together. For example, “Take me out to the ball game” at any baseball game. Social ties have identification with a sports team can satisfy the need for an intimate relationship.

**Sport As Religion**

Sports fans have devoted so much passion, loyalty, and faith to their favorite players and teams in common to hear sports equated with religion. Sport has often been in comparison with religion. Religion focuses on denominations or organized churches and more on the logic that guides religious practice. The Olympics can be considered as a kind of religious experience because they bring individuals into the community with one another in a ritualistic fashion. This ritual is designed to promote core values.

**Case Study**

What other facts about this particular event tend to get lost in the retelling of the Miracle on Ice?

How does the selective recall of sporting events lead many of us to establish our own recollection of the events that transpired?

How have the media been influential in depicting the general mythos that has surrounded the 1980 Olympic hockey team since its win in Lake Placid?

**Chapter 8**

The American Table Tennis team received an invitation to visit China and compete against the Chinese team. The relationship between both countries has always been antagonistic. This game was seen as a positive development for both countries. President Nixon visited China and recognized the sport as a valuable political resource.

The use of politics in sports is very risky. Fans have been known to manipulate the sport context to invent a likable persona. Observers are unenthusiastic about presidential intervention in sporting events. In 1980, the summer Olympics to be held in Moscow was boycotted by president Carter because it harmed American athletes more than anyone.

Sport and politics share obvious features: they involve contests and produce winners and losers. Politicians who have been known to use sports as a metaphor for politics have been problematic. Sport is used as a description in order to give language added vitality and force. Football has been known to play a vital role in political language. It is grounded in a set of values that make teamwork, unity, and respect for authority central to success. The term then is especially important for politicians to seek out loyalty and reinforce hierarchy. Football cultivates heroic mythologies that great men perform great deeds for the benefit of their fellow citizens. These metaphors provide communication with colorful figures of speech. All of these metaphors commonly work on a deeper level of shaping how we come to see the world.

**Case Study**

Should the average American make any assumptions about a presidential candidate based on a lack of connection to sports?

What do you think of Cruz’s attempt to draw similarities between his campaign and the fictional depiction of the team in Hoosiers?

In what type of situations would a presidential candidate be warranted to draw upon his or her connection with sport in garnering support?

**Reading on Agenda Setting Theory:** https://arxiv.org/pdf/1607.06819.pdf

**Chapter 11**

Many coaches are unwilling to acknowledge the fact publicly the outcome for every contest does matter. A lot of youth leagues established public policies that restrict keeping core to emphasize participation over winning. This has sparked a lot of debate in the sports world.

Coaches have two important roles: teacher and game manager for their teams which equally contribute to a team’s ability to win. At all levels of play, these competing roles gave the ability to force coaches to make decisions about what is best for the athlete.

Sport has been known to offer a great number of skills that are responsibility, conformity, persistence, and delay of gratification. It is common for coaches to express negative emotion through aggressive behavior and punish athletes when mistakes resulted in a loss. These displays have resulted in low perceptions of self and decreased affect toward the sport.

Mounting pressure to win increasingly impacts the coach-athlete relationship as coaches are required to make decisions that are less about athlete development. Even the developmental leagues, coaches, are accused of playing to win versus playing to learn, and parents have added to the complexity of this issue.

The parent-child relationship in sports, demonstrating the significant role that parents play in encouraging sports participants. Many coaches have observed that parents serve as primary obstacles in their attempts to coach young athletes. Coaches do believe a significant number of parents were antagonist who overemphasized the skills of their children and demanded that much of the coach’s time and effort be devoted to their children,

**Case Study**

How difficult would it be for you to perform a similar act for an opponent?

Take yourself out of the context of a softball team. Would any of your coaches have allowed you to perform such an act if it meant the possibility of losing?

What do the actions of these players say about the coach-athlete relationships?

**Chapter 15**

Fantasy sports are one of the great dividers of modern sports fans. Some heavily committed sports fans mock the concept, not even understanding the basics, while others cannot imagine a world in which fantasy sport is not directly tied to the game at hand. Fantasy sports draws millions of Americans to communicate the interpersonal interactions with their friends, the media outlets that increasingly offer minotaur on player performance, and the bombastic rhetoric that is often included in emails related to the good or bad performance of fantasy sports teams.

Fantasy sport communities exist, with their function largely stemming from the owners motivation for participation in the league. Using the user gratification theory as a framework for endorsing the belief that people select and use media for the fulfillment of personal needs.

Social attitudes and interactions are influenced by fantasy sports as well. Consumption of sports media is at an all-time high, meaning that a family that used to adjust its weekend schedule around when its favorite team played now may try to work around an entire sporting schedule.

**Case Study**

What stock should fantasy football participants put into selecting a player who has been selected to be on the cover in a particular year?

Other than what many believe to be a curse associated with the Madden cover image, what might be a contributing factor to what has traditionally occurred to these athletes?

**Chapter 12**

It is critical that individual team members be equally invested in ensuing team success. Team members must experience a sense of connection, which has been assessed in terms of team cohesion.

Teams at all levels of competition spend considerable time, energy, and resources to unravel factors that enhance team effectiveness with much of this emphasis placed in the areas of cohesion. The team's cohesion level affects individual group member behavior, numerous scholars emphasize the important role of the coach in fostering cohesion to further enhance team performance.

**Group Norms**

Group norms serve as a standard for how group members begin to understand how they are expected to believe as members of the team. Group roles often emerge over time and represent the individual expectations attributed to group member behaviors. For example, team captains are often assigned and expected to fulfill specific types of roles. Competitive norms include things such as the team's unexpected game preparedness and work ethic. Teammates are expected to be punctual and attend with a mind set that results in productivity from other players.

**Case Study**

To what factors would you attribute the team's inability to win a fourth championship with the talent it had amassed?

How might the presence of four superstar players university affect the team's ability to foster a cohesive environment conducive to winning?

Where might you fit Bormann’s process of residues as a contributing factor in explaining the problems this team confronted?

**Reading on Group Communication Theory:**

https://www.tandfonline.com/doi/pdf/10.1080/0363452042000288292?casa\_token=Oj\_g96RoSt4AAAAA:EiHWXjhWRbnTDhIdSDqzLK688tc0jkWmfd7f4MWubt9dkX3Qf\_YbaRxdu\_1rsQwmUsh5cn-Ja4rI

**Chapter 16**

Within more traditional sub disciplines of the communication field, a lot of evidence exists that the influence of sport is escalating. The future of sport may be best described in the desire for convergence or integration.

A person who participates in sport is now more likely to do so in a structured manner or not do it at all, opting for indoor-based video games and other forms of entertainment that supersede free-form play. Those who participate in organized sports will continue to be pushed to specialize as the concept of the well-rounded athlete is trumped by the notion of keeping up with the others if you wish to succeed or even participate.

Athletes at all levels will also increasingly find themselves debating appropriate uses of performance-enhancing drugs, even debating what constitutes performance enhancement. Currently each sport faces different challenges based on performance enhancement drugs that aid athletes the most whether that involves human growth hormones.

At higher levels, athletes are finding an increased expectation for a pseudo relationship with those who consume sport, a concept known in communication circles as parasocial interaction. Physical attraction is not as important as social interaction within parasocial relationships; this is undoubtedly true in 21st century sport.

**Future of sport organization**

Sport organizations are necessary for an athlete to become successful. Larger issues make access to sports cavernous between the haves and have nots. Multitudes of people may play the same sport but experience it in starkly different ways. As an example, foreign athletes have moved to the US to be offered better facilities and a higher level of personal instruction.

**Case Study**

In what way can state open enrollment policies be detrimental to the future of high school athletics? Do private schools present an unfair advantage when compared to public high schools in a state?

What message is communicated to children when a family is motivated to change schools based largely on the athletic programs prowess?

What do you think the future holds regarding the merged communication of high school, collegiate, and professional sport practices?

Fall 2021 Calendar

August 24- Intro to class/ Syllabus

* Icebreaker- Introduce your partner.
* Write down three things from your partner and mention one thing either you relate to or find interesting about your partner.
* Need to know for Chapter 1 on Thursday

August 26- Chapter 1

* Intro to Sports Communication
* Upon coming to class the students will need to read chapter 1. They will need to come prepared with what they will discuss in their most interesting chapter.
* I will want each student to answer “What chapter are you most interested in learning about from P.g. 2?” Then talk about their most interesting chapter from the chapter summaries on pages 10-19.
* Each student will be asked to speak for at least a min, no more than 2 mins. This will allow us to talk about each chapter together and gain new perspectives from everyone.

August 31- Chapter 2

* Community in Sport- In this chapter, we will discuss what sport they all like to do whether it’s for leisurely activities or for a sports organization. Students will know the difference between the two.
* We will discuss the Case Study on Pg. 25
	+ I want the students to talk about the case study and share what they took from the case study. I also want them to touch on what they would do in this situation. This will be an open class discussion.

Sep. 2- Chapter 2 Continued

* We will then discuss sports media jobs for professional sports teams and fans in sports.
* We talk about some student’s favorite professional sports teams and a fun experience with being a fan. (This can be going to a pro game or having a game-watching party at a family or friends)
* Ask Students to bring examples of Crisis Communication in sports organizations over social media.

Sep. 7- Chapter 13

* Define Crisis Communication/ discuss their findings.
* Discuss communication theories
	+ Situational Crisis Theory, Contingency Theory, Threat Appraisal Model
* Talk about image repair / discuss the examples from the chapter.
	+ Talk about athlete, organization, and coach image repair.
* Discuss Sport Paper

Sep. 9-Chapter 13 Cont.

* Discuss Sport Antapologia
* Go over the Case Study
	+ I want the students to talk about the case study and share what they took from the case study. I also want them to touch on what they would do in this situation. This will be an open class discussion.

Sep. 14-Chapter 3

* Discuss sport and traditional news media. How is it different today then it was back then.
* Discuss how social media in the sports industry has affected news media.
	+ Discuss social media in the sports industry from the chapter and their personal experience.

Reading on Framing Theory.

Sep. 16- Chapter 4

* Discuss the different types of fans from the chapter.
* Discuss how they prefer to watch games either live or at home.
* Discuss some of the fan rituals from the chapter and their own experience with fan rituals.
* Discuss the case study.
	+ I want the students to talk about the case study and share what they took from the case study. I also want them to touch on what they would do in this situation. This will be an open class discussion.

Sep. 21- Partner Pair up

* On this day, I want students to pick at least 3 different topic ideas. These ideas will be current sports topics. This can range between any sport. I want them to start getting to know their partner and see what similarities they have in sports. Partners are randomly assigned.

Sep. 23- Topic Open Discussion

* During this class period, I want every group of partners to discuss their topic. It will be first come first serve for topics. This is why I want everyone to have multiple topics coming into Thursday, so we have no repeated topics. I want it to be an open class discussion on topics. I would like for everyone to chime in on the topics. Maybe different perspectives or information they may know. This will help each group head in a good direction for researching their topic.

Sep. 28- Chapter 6

* Discuss women’s participation in sports and the battle of the sexes that is mentioned in the chapter.
* We will also discuss the case study from this chapter.
	+ I want the students to talk about the case study and share what they took from the case study. I also want them to touch on what they would do in this situation. This will be an open class discussion.
* I want the students to talk about the case study and share what they took from the case study. I also want them to touch on what they would do in this situation. This will be an open class discussion.

Sep. 30- Chapter 6 cont.

* We will discuss hegemonic masculinity and opportunities for men and women in sports.
* We also discuss topics mentioned in the FIFA piece. We will go over any thoughts or previous information they knew about this topic.

Oct. 5- Chapter 5

* This class session we will discuss sports myths and sports rituals.
	+ I’d also like to get every student’s reaction to sports rituals they have either been a part of or know of.
	+ I will also have them watch a 20 minute documentary on sports rituals. This documentary will show a number of different sports rituals in the US and around the world.

Oct. 7- Chapter 5 cont.

* This class session we will discuss heroes in sports as mentioned in the chapter.
* We will also discuss the case study from this chapter.
	+ I want the students to talk about the case study and share what they took from the case study. I also want them to touch on what they would do in this situation. This will be an open class discussion.

Oct. 12- Journalism Workday

* This class session partners will work together on the journalism portion of their press conference project. Each group will need to write a 5 page paper together. This journalism piece will contain a lot of details about what will be discussed in their live press conference.

Oct. 14- Open Class Discussion on Journalism Piece

* On this day, I want each group to openly discuss how they are doing on their journalism portion. They will tell us what they have done and what they plan on adding in the future. I want other classmates to give them ideas or even more updates they know of on the topic. I will also give my opinion on their progress so far.

Oct. 19- Chapter 8

 This class period we will go over politics in sports as what is mentioned in the chapter.

 We will discuss the hold politics has in sports.

 What's the language of politics in sports?

 We will discuss sport globalization.

 Worldly known athletes and the olympics.

Oct. 22- Chapter 8 cont.

* We will discuss resistance in sports.
	+ How the Civil Rights movement affected the sports industry.
* We will also discuss the case study from this chapter.
	+ I want the students to talk about the case study and share what they took from the case study. I also want them to touch on what they would do in this situation. This will be an open class discussion.

Reading on Agenda Setting Theory.

Oct. 26- Chapter 11

* We will discuss coaching and parent-coach relationships as mentioned in the chapter.
	+ I want to hear their personal experiences with coaches and parent-coach relationships. I want to know if it was a good or bad experience. This will be an open class discussion.
* We will also talk about leadership orientation as mentioned in the chapter.
	+ What makes a good coach?
	+ Types of leaders

Oct. 28- Chapter 11 cont.

* We will discuss positive coaching and the different approaches in the chapter.
* We will also discuss the case study from this chapter.
	+ I want the students to talk about the case study and share what they took from the case study. I also want them to touch on what they would do in this situation. This will be an open class discussion.
* Students turn in Sport Paper

Nov. 2- Chapter 15

 This class session we will discuss sport gaming.

 Fantasy sport world.

 Different fantasy sports, communities, and why play fantasy sports?

 My experience with fantasy sports.

 Their experience with fantasy sports.

 Societal impact on fantasy sports.

 Future of fantasy sports.

Nov. 4 Chapter 15 cont.

* We will discuss video games in sports.
	+ Their personal experience.
	+ Future of video games in sports.
* Sports gambling.
	+ Their experience with sports gambling.
* We will also discuss the case study from this chapter.
	+ I want the students to talk about the case study and share what they took from the case study. I also want them to touch on what they would do in this situation. This will be an open class discussion.

Nov. 9- Live Press Conference

Nov. 11- Live Press Conference cont.

Nov. 16- Chapter 12

* Reading on Group Communication Theory
* We will discuss team/ group cohesion.
	+ Coaches impact on the team.
	+ I want to also discuss their personal experience from being on sports team.
		- What worked well and what did not.
* We will talk about the norms on a sports teams that are mentioned in the chapter.
	+ - Hazing in sports and/ or any personal connections.
		- We will talk about past/ present news articles about hazing in sports.

Nov. 18- Chapter 12 cont.

* We will discuss the different types of team building and affective leadership power.
* We talk about communication research in the sports industry as mentioned in the chapter.
	+ Masculine communication sports culture.
	+ Feminine communication sports culture.
* We will also discuss the case study from this chapter.
	+ I want the students to talk about the case study and share what they took from the case study. I also want them to touch on what they would do in this situation. This will be an open class discussion.

Nov. 23- Chapter 16

* We will discuss sport participation, organizations, and media in the future as mentioned in the chapter.
	+ I will want the class to discuss how sport participation, organizations, and media has changed since COVID.
* We will also discuss the case study from this chapter.
	+ I want the students to talk about the case study and share what they took from the case study. I also want them to touch on what they would do in this situation. This will be an open class discussion.

Dec. 7- Preparation for Final Exam

* This class session will allow all students to know what topics will be on the final exam.

Dec. 9- Preparation for Final Exam/ Study Day

* This class session will allow all students to study together and ask me any questions that will be on their final exam.

Dec. 14- Final Exam

