

COMM 2309.W01 – Communication and Sport (Online)
Course Syllabus
Fall 2021

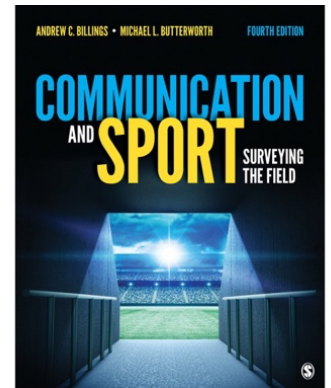


Professor:	Joseph Velasco, Ph.D.
Office Hours:	By appointment and T, W, Th @ 1-3pm
Office Location:	FAB 206B; Online Classroom via Blackboard Collaborate
Telephone:	432-837-8370
Email Address:	jvelasco@sulross.edu
Class Schedule:	TBA
Classroom Location:	Blackboard-hosted Online Instruction
Required Text:	Billings, A. C., Butterworth, M. L., & Turman, P. D. (2021). Communication and sport: Surveying the field (4th ed.). London: Sage.
Required Equipment & Software:	Internet connection; computer with webcam & microphone; Microsoft Word, Microsoft PowerPoint (available free to SRSU students via Office 365)

Resources:
 Bookstore
 Graduate Student Center
 Human Resources
 Library
 Lobo lookout
 Lobo Pass
 Office 365
 SGA
 Student Information System
 VoIP Control Panel

Introduction

Whether we like it or not, sport plays major roles in the everyday lives of many people across the globe in myriad ways – from the language we speak, the stories we tell, the ways we spend our money, the lessons we teach our children, and on, and on... Certainly, there are several different ways a course on sport communication could be approached. Typically, there is a disciplinary divide in how such courses are approached. Some professors emphasize more of a speech communication approach (a tradition which includes interpersonal, organizational, cultural, and rhetorical approaches) while others may focus more on issues centering on mass communication (a tradition which includes media studies and journalism). While this course is designed to provide students with enough breadth that they might have a good grasp of the variety of discourses on sport within the discipline of Communication, it should be noted that this course does lean toward a critical/cultural approach.



As many of my courses, this course takes an approach which emphasizes both theory and practical application. That is, you will learn theory and research as well as skills to help you become a more competent communicator. Specifically, we will work on developing a *critical lens* through which you may continue to analyze communication phenomena for the rest of your lives. Furthermore, this course requires a commitment to engaging yourself and your colleagues in conversation that is deeply rooted in course material. As a professor, I value the process of learning over the product. Therefore, I want to see you push your writing, reading, speaking, and analytic skills throughout this course.

Section I. Student Learning Outcomes

This course is designed to meet one or more of the student learning outcomes applied to all Communication majors:

SLO 1: Students will be able to analyze communication content for argument, including identification of major elements, such as claim, warrants, and data.

SLO 2: Students will be able to effectively construct messages appropriate to audience, purpose, and context; including electronic media technologies.

SLO 3: Students will be able to apply Communication theories, perspectives, principles, and concepts to the analysis of communication situations.

Section II. Course Objectives

The general objectives for this course are to *enhance your competence and knowledge of human communication as affected by and related to sport.*

After successfully completing this course, you will be able to:

1. Identify and explain various theories in the field of sport communication.
2. Comprehend various concepts and discuss them in an intellectual manner.
3. Describe your experience as a participant of, and/or consumer of, and/or otherwise affected by sport.
4. Analyze your communication and the communication of others.
5. Synthesize concepts from multiple readings in conversation with other students.

Section III. Marketable Skills

This course offers you the opportunity to develop the following skills:

- Informative and Persuasive Speaking
- Audience-centered Writing
- Critical Analysis
- Research
- Effective Message Construction Using Technology

Section IV. Course Requirements, Assignments, and Grading

<i>Assignment</i>	Points Possible	Grade Description (Points)
<i>Defining Sport Paper</i>	200	A = 895-1000
<i>Article Summaries (3)</i>	300	B = 795-894
<i>Discussion Board (4)</i>	200	C = 695-794
<i>Org. Crisis Response Analysis</i>	300	D = 595-694
<i>Total</i>	1000	F = < 595

Defining Sport Paper. The student will select at least five definitions of sport, analyze them, and build an argument for the best definition of sport. This may include forming a new definition which pulls from multiple definitions. The paper must be at least three pages in length (not counting the title page) and follow current APA format.

Organizational Crisis Response Analysis. The student will select a unique crisis involving a sport organization and/or athletes associated with a sport organization. The crisis must have occurred at least 12 months prior to the start of the term (i.e., no crisis can be utilized that has occurred within the last calendar year). After selecting a sport crisis, the student must provide a thorough background/explanation of the situation, identify key PR elements, outline the organization's response, assess the appropriateness

and effective of the response postures taken, and make recommendations on improved response techniques for similar situations in the future. The paper must be at least four pages in length and follow current APA format.

Readings and Contributions. In this course **reading is critical**. It may be helpful to think of our class as a reading group. In addition to reading for key terms, you may find it helpful to read for the following information:

- Key ideas and concepts
- Points that you dis/agree with based on other readings (from this course and other courses), scholarly evidence, current events and personal experience
- How the writer's conception of, and/or assumptions about communication may be applied to the analysis of a text or artifact; or how they may relate to a current research project you are working on

Article Summaries. You are required to search the online database (provided by the library) and find **three scholarly journal articles** that both interest you AND relate to the field of sport communication and come from a **peer-reviewed Communication journal** (e.g., *Communication & Sport, Journal of Family Communication, Communication Monographs, etc.*). For each journal article, you will write a one-page summary which adheres to a format which is posted on Blackboard. You will submit a Word document through our Bb Assignments link, and you will also post a copy in the designated discussion board so that your peers can view your work and respond to it. Basically, your summary will teach the class about the content of the article, informing us of any key concepts, the methods employed, the findings, and discuss the implications of the study. In addition, you will need to prepare two discussion questions to pose to the class concerning your topic. All of this should be included in your handout.

Section V. Policies

Attendance. I expect you to be in class. You are responsible for everything that goes on, including announcements, lecture material, assignments, and modifications to the course schedule – *this includes required reading in subsequent class meetings*. Arrange with someone in the class wherein you will notify each other of relevant items if one of you must be absent. Having more than two unexcused absences may result in a lower grade.

Online Classroom Demeanor. I expect the environment during class meetings to be conducive to learning. I have little tolerance for students talking among themselves when they should be listening to someone else speak. It is particularly disturbing when students talk among themselves when one of their classmates is presenting a speech, giving a report, making a comment, or observing or asking a question. I understand that some comments pertain to class material; I encourage you to share these comments with the class. Also, I would rather that cell phones, pagers, etc. **not** disrupt class – make sure your communications technology is **shut down** when class begins.

Academic Integrity. Intellectual development requires hard work. Academic dishonesty severely interferes with this development and reduces the value of college degrees. Presenting the ideas or work of others as your own, submitting the same paper for multiple classes, doing someone else's work, and/or failing to cite your sources when you utilize the ideas of others, are all examples of dishonest academic conduct. As an SRSU student, it is your responsibility to read and understand the university's expectations about academic integrity. All violations will be taken seriously and handled through the appropriate university process. The policy can be found at:

<https://www.sulross.edu/about/administration/university-policies/>

Late Work. All the assignments for the entire course will be posted and available as soon as the course is open. It is expected that all assignments are completed by the stated deadlines. Please plan your time carefully. If something does come up, prompt and clear communication will facilitate an accommodating response.

Section VI. Notes on University Programs and Policies

ADA. SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Calendar

(This calendar is subject to change)

Week	Date	Topic	Reading	Due or To Do:
One	Aug 23- Aug 27	Course Introduction Introduction to Communication & Sport	Chapter 1	
Two	Aug 30- Sept 3	Community in Sport <i>How to Research & Write an Article Summary</i>	Chapter 2	Discussion Board1
Three	Sept 6- Sept 10	Sports Media	Chapter 3	Defining Sport
Four	Sept 13- Sept 17	Sports Fan Cultures	Chapter 4	Article Summary1
Five	Sept 20- Sept 24	Sports & Mythology	Chapter 5	Discussion Board2
Six	Sept 27- Oct 1	Gender in Sport <i>How to write the Org Crisis Response Analysis</i>	Chapter 6	
Seven	Oct 4- Oct 8	Race & Ethnicity in Sport Article Summary 1	Chapter 7	Discussion Board 3
Eight	Oct 11- Oct 15	Politics & Nationalism in Sport	Chapter 8	
Nine	Oct 18- Oct 22	Performing Identity in Sport Article Summary 2	Chapter 9	Article Summary 2
Ten	Oct 25- Oct 29	Interpersonal Communication in Sport	Chapter 10	
Eleven	Nov 1- Nov 5	Small Groups/Teams in Sport	Chapter 11	
Twelve	Nov 8- Nov 12	Crisis Communication in Sport Article Summary 3	Chapter 12	Article Summary 3
Thirteen	Nov 15- Nov 19	The Commodification of Sport	Chapter 13	Discussion Board4
Fourteen	Nov 22- Nov 26	Sports Gaming Thanksgiving Holiday – No Class	Chapter 14	Course Evaluations
Fifteen	Nov 29-Dec 1 Dec 2	Discuss Org Crisis Response Papers DEAD DAY – NO CLASS		Org Crisis Resp Analysis
Sixteen	TBA	Final Exam		

