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

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

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