

**COMM 2309.001 – Communication and Sport
Course Syllabus
Fall 2023**

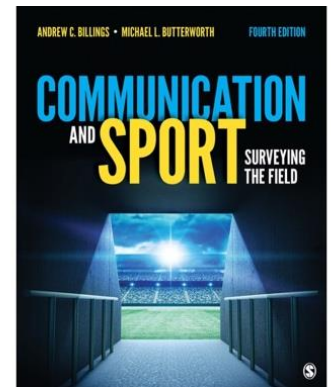
Professor:	Joseph Velasco, Ph.D.
Office Hours:	In-office: TTh: 2-5pm; Virtual Office: MW: 2-4
Office Location:	LH 307; Online Classroom via Blackboard Collaborate
Telephone:	432-837-8370
Email Address:	jvelasco@sulross.edu
Class Schedule:	TTh 9:30-10:45am
Classroom Location:	MAB 301
Required Text:	Billings, 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 lookc
Lobo Pass
Office 365



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>Reading and Contributions</i>	300	D = 595-694
<i>Total</i>	1000	F = < 595

Defining Sport Paper. The student will select at least five definitions of sport (from different sources), analyze them, and build an argument for the best definition of sport which can help you discern what qualifies as a sport and what does not. I encourage you to include the two definitions provided in chapter one in your textbook. This may include forming a new definition which pulls from multiple definitions. The paper must be at least two pages in length and follow current APA style (See Purdue OWL for guidance on APA style).

Readings and Contributions. In this course **reading is critical.** You will receive a daily grade that is a function of attendance and quality of contributions (which includes an effective demonstration of keeping

up with the reading). 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

Basic Class Expectations: It is expected that you spend at least a few hours each week to complete the course readings and assignments. Since this class has online resources, I expect that you have reliable internet service and that you check your university email at least once a day. It is also recommended that you set up course notifications in Blackboard to receive alerts (e.g., email, text, etc.) when I post announcements, grades, or other course-related items. See instructions in Blackboard.

(Online) Classroom Demeanor: Communication issues tend to be emotionally charged. It is highly unlikely in a class this size that everyone will share your personal values, beliefs, and opinions. Believe it or not, this is a good thing! The presentation of varying perspectives will help all of us to learn. This can be accomplished if ideas, beliefs, and opinions are presented in a respectful way. I will be expecting all students to follow basic ground rules for our interactions whether they are face-to-face or virtual. We will discuss and establish these ground rules in class.

Academic Integrity. Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Late Work: All 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 my response which may (or may not) include an accommodation.

Classroom Climate of Respect. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

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 Mary Schwartze Grisham, 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"). The office is located on the first floor of Ferguson Hall (Suite 112), and their mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832. **Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received.**

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. **Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.** Directions for filing a student complaint are located in the student handbook.

Technical Support. SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055.
Email: blackboardsupport@sulross.edu

SRSU Library Services. The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123). New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

Counseling. Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Calendar

(This calendar is subject to change)

Week	Date	Topic	Reading	Due or To Do:
One	Aug 29	Course Introduction		
	Aug 31	Introduction to Communication & Sport	Chapter 1	
Two	Sept 5	Community in Sport	Chapter 2	Discussion Board1
	Sept 7	<i>How to Research & Write an Article Summary</i>		
Three	Sept 7	Sports Media	Chapter 3	
	Sept 9	Discuss Definitions of Sport		Defining Sport
Four	Sept 12	Sports Fan Cultures	Chapter 4	
	Sept 14	Sports & Mythology	Chapter 5	Discussion Board2
Five	Sept 19	Article Summary 1		Article Summary 1
	Sept 21	Article Summary 1		
Six	Sept 26	Gender in Sport	Chapter 6	
	Sept 28	<i>Out of Class Work - TBA</i>		
Seven	Oct 3	Race & Ethnicity in Sport	Chapter 7	Discussion Board 3
	Oct 5			
Eight	Oct 10	Politics & Nationalism in Sport	Chapter 8	
	Oct 12	Performing Identity in Sport	Chapter 9	
Nine	Oct 17	Article Summary 2		Article Summary 2
	Oct 19	Article Summary 2		
Ten	Oct 24	Interpersonal Communication in Sport	Chapter 10	
	Oct 26			
Eleven	Oct 31	Small Groups/Teams in Sport	Chapter 11	
	Nov 2			
Twelve	Nov 7	Crisis Communication in Sport	Chapter 12	Discussion Board4
	Nov 9			
Thirteen	Nov 14	Article Summary 3		
	Nov 16	Article Summary 3		
Fourteen	Nov 21	The Commodification of Sport	Chapter 13	Course Evaluations
	Nov 23	<i>Thanksgiving Holiday – No Class</i>		
Fifteen	Nov 28	Sports Gaming	Chapter 14	
	Nov 30			
Sixteen	Dec 5	Course Wrap-up		
	Dec 7	DEAD DAY – NO CLASS		
	Dec 11	Final Exam @ 8 a.m. – 10 a.m.		

