

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
SPMT 430 – 002 Sport Communication (3)
Fall 2013

DAY/TIME: Fri. 10:30 am – 1:10 pm LOCATION: Innovation Hall 134
INSTRUCTOR: Suzie Carmack, EMAIL ADDRESS: sceleta@gmu.edu
PhD/ABD, MFA, MEd
OFFICE LOCATION: Robinson A 408 PHONE NUMBER: 703-993-1090
OFFICE HOURS: Wed 1:30 – 3 pm FAX NUMBER: 703-993-1096
And by appointment

PREREQUISITES/COREQUISITES

SPMT 201 and general COMM course.

COURSE DESCRIPTION

Provides a senior-level exploration of the role of sport communication in contemporary cultures. Readings and discussions address questions about how communication about/in sports highlights the importance of sports, the cultural identities of those who engage in sport communication, and the pervasiveness of sport communication practices in industry.

COURSE OBJECTIVES

At the completion of this course, students should be able to:

1. Recognize the connections among sport communication practices and cultures
2. Develop analytical abilities in application of theories and concepts to sport communication practices
3. Watch, analyze, critique, and discuss the media's portrayal of the community of sport
4. Analyze the discourses surrounding sports issues
5. Gain an awareness of the pervasiveness of sport communication in other venues

Further, upon completion of this course, students will meet the following professional accreditation standards:
SMPRC: NASSM-NASPE

7	Interpersonal communication; small group communication; media and sport; electronic media; e-mail, web sites, graphics, desk-top publishing; print media; public speaking; mass communication and sport; computer application; customer service; team building; meeting management; sport journalism/broadcasting; ratings and shares; organizational communication; writing press releases
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NATURE OF COURSE DELIVERY

Face to face; blackboard (online) discussion posts. The class will have lecture, discussion, and group work formats and will require active participation of all students.

REQUIRED READINGS

Brown, R. S., & O'Rourke, D. J., III. (Eds.). (2003). Case Studies in Sport Communication. Westport, CT: Praeger.

Billings, A. C., Butterworth, M. L., & Turman, P. D. (2011). Communication and Sport: Surveying the field. Thousand Oaks, CA: Sage.

Additional required readings will be available via Mason's eReserves and the Mercer Library circulation desk.

RECOMMENDED (OPTIONAL) READING

Hacker, D. (2012). A pocket style manual (6th ed.). Boston: Bedford/St. Martin's.

EVALUATION

This course will be graded on a point system, with a total of 100 possible points. The following chart itemizes the weighted value of assignments for this course. Specific guidelines for each item will be discussed in class. Point values for each assignment are subject to change at the sole discretion of the instructor. If a point value change is necessary, students will be notified in writing.

Requirements	Point
#1 Midterm	15
#2 Final	15
Research Presentation - The presentation needs to include an introduction, a statement of the problem, the methodology, sample of the results, discussion items and conclusion/recommendations. Visual support such as PowerPoint must be used.	15
Research Proposal - The proposal needs to be typed, double spaced with 12 Time News Roman font. The proposal must include an introduction, a statement of the problem, the methodology, results, a discussion and conclusion/recommendations.	10
Unit Discussion Presentation – Students will be assigned to work in a small group of students to present an overview of one class session’s material. This overview will provide an overview of the chapter and supplemental readings for that class session; a powerpoint presentation in which all group members present a portion of the material. The presentation will also include supplemental readings and/or media that enhance the class’s understanding of the class session’s agenda.	15
Sport Identity Critique -Students will write a sport identity critique. This 4 page (minimum) paper will provide for an interpretive piece of scholarship in which students will reflect on our readings with regards to role identity studies in sport. Students will cite these readings as they reflect on the way/s that sport has influenced their current social identities.	10
Aha’s / Weekly Readings and Discussion -Students will be required to read all assignments on time, and to bring to each class session a detailed overview of their reflections (Aha’s) with regards to these readings. These aha’s are more than an overview of the readings for the week’s key content; they are meant to be a reflection of student’s reactions to these readings.	10
Participation -Students must attend class in order to participate in the discussions generated by the readings; participate in the classroom culture; and benefit from the learning experiences created by social interaction and intellectual curiosity. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked. Attendance, punctuality, discussion and civic engagement are all required.	10

Grading Scale

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
F	August	30	Introduction to sport communication Defining sport communication (discussion) Assign Unit Discussion Teams Assign Term Project Teams	Billings et al., chapter 1 Pedersen et al. (eReserves) Mean (eReserves)
F	September	6	Interpersonal Communication and Sport	Billings et al., chapter 2, 10, 11 Brookes (eReserves) Harrison & Fredrickson (eReserves)
F	September	13	Intercultural Perspective part 1: Performing Identity in Sports	Billings et. al., chapters 7, 8, 9 Boyd (e-reserves) Steffensmeier (e-reserves)
F	September	20	Linda Watkins: Injury Prevention Coordinator, INOVA Trauma Center, Fairfax, VA and group work (unit presentations & term projects)	SHORT PAPER (IDENTITY CRITIQUE) DUE
F	September	27	Agenda: Media & Cross-Platform Guest Speaker: Lisa Shaughnessy: Social Media Marketing Strategist, Author, Host Fitness Marketing Podcast	Billings et al., chapter 3, 13 Hutchins (e-reserves) UNIT DISCUSSION GRP 1
F	October	4	TEST 1 (Mid-Term)	MIDTERM EXAM All readings and class discussions to date
F	October	11	Intercultural Perspective part 2: Gender, Age	Billings et al., chapter 5 Brown & O'Rourke, 2, 3 UNIT DISCUSSION GRP 2
F	October	18	Research Day (Term Projets)	CLASS MEETS IN GROUPS: NO FULL CLASS MEETING
F	October	25	Guest Speaker: Dr. Katherine Rowan, Crisis/Risk Communication Expert and GMU Communication Faculty	Billings, et. al., chapter 12 RESEARCH PROPOSALS DUE
F	November	1	Interpersonal Communication: Dyads, Teams, Groups, Coaching & Leadership + In-class problem-solving exercises	Billings et al, chapter 11 Brown & O'Rourke, chapter 8 Kassing, et al. (e-reserves) UNIT DISCUSSION GRP 3
F	November	8	Intercultural Perspective part 3: Race and Ethnicity Retrospective	Billings et. al., 4 & 6 Rodgers, et al. (e-reserves) Davis & Harris (e-reserves) UNIT DISCUSSION GRP 4

F	November	15	Strategic Communication: Strategic Planning Organizational Communication Sport and the media marketplace, commodification	Billings et. al., chapter 13 Bellamy (e-reserves) TBA UNIT DISCUSSION GRP 5
F	November	22	TBA / Field Trip National Communication Association National convention, Washington DC	TERM PAPERS DUE NOVEMBER 25TH
F	November	29	NO CLASS: THANKSGIVING HOLIDAY	
F	December	6	Term Paper Presentations	TERM PAPER PRESENTATIONS
F	December	13	Test 2 / Final Exam: (Regular Class Time) 10:30 am – 1:10 pm	FINAL EXAM All readings and discussions since Mid-term

Note: Faculty reserves the right to alter the schedule as necessary.

Additional Course Readings

Copies of our primary course texts, *Case Studies in Sport Communication and Communication*, are on 2-hour reserve at Mercer Library, Prince William Campus and the Johnson Center Library, Fairfax Campus. Required readings are available via eReserves and print versions at the circulation desk. Go to library.gmu.edu and search for SPMT 430 / Pierre Rodgers. The password is “horse”.

Bellamy, R. V., Jr. (1998). The evolving television sports marketplace. In L. A. Wenner (Ed.), *MediaSport* (pp. 73-87). London: Routledge.

Boyd, T. (1997). The day the Niggaz took over: Basketball, commodity culture, and Black masculinity. In A. Baker & T. Boyd (Eds.), *Out of bounds: Sports, media, and the politics of identity* (pp 123-142). Bloomington: Indiana University Press.

Brookes, R. (2002). Mediating sport. In R. Brookes, *Representing sport* (pp. 19-48). New York: Oxford University Press.
Davis, L. R., & Harris, O. (1998). Race and ethnicity in US sports media. In L. A. Wenner (Ed.), *MediaSport* (pp. 154-169). London:Routledge.

Harrison, K. & Fredrickson, B. L. (2003). Women's Sports Media, Self-Objectification, and Mental Health in Black and White Adolescent Females. *Journal of Communication*, 53 (2), (pp. 216-232).

Hutchins, B. (2011). The Acceleration of Media Sport Culture. *Information, communication & society*. 14 (2), (pp. 237 - 257).

Kassing, J. W., Billings, A. C., Brown, R. S., Halone, K. K., Harrison, K., Krizek, B., Mean, L. J., & Turman, P. D. (2004). Communication in the community of sport: The process of enacting, (re)producing, consuming, and organizing sport. *Communication Yearbook*, 28, 372-408.

Meân, L. J. (2010). Sport, Language, and Culture: Issues and Intersections. *Journal of language and social psychology*. 29(3), (pp. 253 - 260).

Pedersen, P. M., Laucella, P. C., Miloch, K. S., & Fielding, L. W. (2007). The juxtaposition of sport and communication: Defining the field of sport communication. *International Journal of Sport Management and Marketing*, 2(3), 193- 207.

Rodgers, R. P., & Drogin Rodgers, E. B. (2006). "Ghetto Cinderellas": Venus and Serena Williams and the discourse of racism. In D. K. Wiggins (Ed.), *Out of the shadows: A biographical history of African American athletes* (pp. 353- 371, 423-428). Fayetteville, AR: The University of Arkansas Press.

Steffensmeier, T. R. (2009). Sacred Saturdays: College football and local identity. In Barry Brummett (Ed.), *Sporting rhetoric: Performance, games and politics* (pp. 218-234). New York: Peter Lang.

Readings listed as "TBA" will be provided via Blackboard and/or on e-reserves. More information will be provided in class.

Student Expectations

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.