Required readings are available on Carmen. Assigned materials should be read before each class meeting. The class lectures will generally interpret, demonstrate, and extend the information and ideas in the readings.

COURSE DESCRIPTION

Catalog Description: Sports communication is a growing area of study within the communication discipline, as scholars recognize the increasingly important role media play in conveying and shaping sports and society. This course will examine the intersection of sports, society, and the media, by exploring historical and current issues in sports that shape our ideas, perspectives, and assumptions about the U.S.

The course will use an empirical social-scientific perspective to better understand sports’ impact on society, as well as the role media coverage of sports plays as a vehicle to report on and communicate about important societal issues. The course will place special emphasis on how audiences psychologically respond to, and are affected by, strategic communication messages embedded in sports media. This course will be delivered entirely online through Carmen.

COURSE OUTCOMES AND OBJECTIVES

1. Identify and understand how media coverage of sports shapes society and the importance and value people place on specific political/social issues, as well as public opinion and public conversation via social and traditional media
2. Understand and apply social-scientific communication theories including agenda-setting, framing, cultivation theory, communication accommodation theory, mediated intergroup contact theory, and cultural voyeurism - to predict and explain sports communication phenomena
3. Identify and understand societal issues present in sports, and evaluate how these issues impact the way we understand sports and the world around us
4. Identify potential inequities in sports journalism reporting and coverage of marginalized groups
5. Explain how mediated intergroup interaction through sports media impacts attitudes and perceptions of outgroup members
6. Understand how strategic communication message elements are used for branding and promotion of athletes, teams, and businesses
7. Engage in mediated interactions (via readings, videos, social media) with members of different cultural or social groups to better understand how to effectively communicate across groups
1. **Syllabus Quiz** consists of a short knowledge test covering the syllabus.
2. **Midterm** (25%) will consist of multiple choice and short answer questions.
3. **Weekly Online Discussion Responses/Comments** (25%) students will provide weekly responses to questions from lectures and other class activities.
4. **Paper or Video Project** (25%). Students will complete EITHER a video project or class paper as described below:
   a. **Paper** addressing a specific sports communication topic. The paper should be 6 double-spaced pages and include at least 5 different references from the course syllabus. Paper should be primarily based on course readings and lectures. Theories, literature, and other information from the course must be used to support paper arguments! APA Style format.
   b. **Video Project** where students create a short 15 minute documentary similar to and inspired by the ESPN 30 for 30 documentary series, which highlights intriguing and controversial people and/or events in sports. This video project will focus on a specific issue from the course. Can be done in groups with instructor’s approval. Feel free to use whatever video software/hardware (e.g., iPad, video camera, etc.) you like to complete this project. Below are a few software options you can consider:
      i. **Adobe Spark** is available for download on the Digital Flagship iPad. It is also available to use for free with your own personal device.
      ii. **Powerpoint Mix** is available with your free student version of PowerPoint online. This works on PC only.
      iii. **Explain Everything** comes available to download with the Digital Flagship iPad. This tutorial is intended for instructors, but will also help you to record your presentation.
      iv. There are a number of other free resources online, such as **Screencast-o-matic**. Find the resource that works best for you.

5. **Final Exam** (25%) will consist of multiple choice questions

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<tr>
<th>Approximate Grade Breakdown</th>
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<tr>
<td><strong>A</strong>  = 100–93%</td>
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<tr>
<td><strong>A-</strong>  = 92–90%</td>
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<tr>
<td><strong>B+</strong>  = 89–87%</td>
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COURSE EXPECTATIONS & GUIDELINES

Faculty Feedback and Response:
The instructor and/or TA will respond to all emails and the Course Q&A discussion board within 24 hours on weekdays. Assignments should be graded and returned within 7-10 days of submission.

No Late Assignments, Papers or Exams

Student Academic Services
Arts and Sciences Advising and Academic Services’ website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: http://advising.osu.edu/welcome.shtml

Student Services
The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: http://ssc.osu.edu

Writing Center
All students, especially those who have difficulty writing, are encouraged to visit the OSU Writing Center. Their web address is https://cstw.osu.edu/writing-center and their phone number is 688-5865. The Writing Center offers two kinds of tutorials: 1) Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall)

Copyright Disclaimer
The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity
The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

This classroom is a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.
Title IX
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Academic Misconduct
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/

Accessibility Accommodations for Students with Disabilities
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

STUDENT PARTICIPATION REQUIREMENTS

Discussion and communication guidelines
The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.

- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

DISCLAIMER
The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified via email, and/or on Carmen Announcements if and when any changes occur.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 6</th>
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<tbody>
<tr>
<td><strong>I. Introduction, Overview of Course and Syllabus</strong></td>
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<tr>
<td><strong>II. The Role of Communication and the Media</strong></td>
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*Understanding social scientific communication theories and how to apply them to predict and explain sports media reporting, message content and their impact on audiences.*


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<th>Week 2</th>
<th>January 13</th>
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<tr>
<td><strong>III. Mediated Interracial Interaction and Sports Media</strong></td>
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*How does interracial interaction through sports media impact our understanding of race and racial groups?*


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<th>Week 3</th>
<th>January 20</th>
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<tr>
<td>IV. How the Media Contextualize Race and Social Justice Issues in Sports</td>
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_Sports media is becoming an increasingly important source of information about race and social justice issues. What is the significance of context, and what are the potential implications/consequences of failing to contextualize social issues when reporting on them?_


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<th>Week 4</th>
<th>January 27</th>
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<tr>
<td>V. Gender Inequity and Media Coverage of Women in Sports</td>
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_Gender inequality and inequities persists in sports. How does media coverage of women in sports contribute to or detract from the problem?_


VI. Sports Media Exposure and the Effects on Women’s Body Image

How might exposure to women athletes in sports media contribute to body-image issues amongst some segments of viewers?


Introduce Assignment #1: Class Paper or Video Project

Midterm Review

VII. Midterm Exam

VIII. A Day in the Life of an Athlete: The Role of Perspective-Taking

Understand the life of a [high school, college, professional, amateur, special Olympics] athlete using perspective taking techniques. Conduct a multi-media video project that chronicles a day in the life of that athlete.


IX. Media Coverage of Domestic Abuse in Sports

Media reporting may be helpful in magnifying and bringing attention to the problem of domestic violence in America. How might media reporting on this topic impact, and be impacted by, perceptions of gender, race and class?


X. Media’s Role in the National Conversation about Sexuality & Sports

How have media played an important role in sparking conversations about sexuality and sports?


### XI. Media Reporting of Physical and Mental Health in Sports

Historically, physical and mental health in sports have been mis-reported and underreported by media. How have media evolved in coverage of health issues in sports and their effects on athletes and society at large?


**Video:** Concussion

### SPRING BREAK

### XII. Media Reporting of Physical and Mental Health in Sports (Cont)


XIII. Sports Communication, Marketing and Branding

The media have played an enormous role in the marketing, promotions, and branding of sports and athletes, as evidenced by endorsement deals, sports broadcasting TV rights, and billion-dollar licensing rights with sports organizations. How has the commercialism of teams, organizations, and athletes impacted sports and its fans?


XIV. Sports Communication, Marketing and Branding (Cont.)


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<th>Week 14</th>
<th>April 6</th>
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| **XV. Social Media and Sports**

The growth and evolution of social media has had a significant impact on athletes, sports teams, and fans.


**DUE: Video Project & Final Paper**

**Guest**: Christine King, Brand Manager (Lead for Social Media), Abbot Nutrition

**Video**: Chad Johnson, Former WR Cincinnati Bengals, first to utilize social media in sports

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<tr>
<th>Week 15</th>
<th>April 13</th>
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| **XVI. Ethics and Social Responsibility**

What roles do ethics and social responsibility play in sports media and athletic governance organizations (e.g. NCAA)? Can media facilitate social responsibility in sports?


**Video:** The Ethics & Role of Sports in Our Society https://www.youtube.com/watch?v=yvepYeqdgs8

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XIII. FINAL EXAM