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|  FLORIDA ATLANTIC UNIVERSITY | NEW COURSE PROPOSAL Undergraduate Programs | | UUPC Approval <u>11-8-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____ |
| | Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i> | | |
| Prefix Number | <i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code | Type of Course | Course Title |
| Credits <i>(Review Provost Memorandum)</i> | Grading <i>(Select One Option)</i> Regular Sat/UnSat | Course Description <i>(Syllabus must be attached; see Template and Guidelines)</i> | |
| Effective Date <i>(TERM & YEAR)</i> Fall 2022 | | | |
| Prerequisites, with minimum grade* | | Corequisites | Registration Controls <i>(Major, College, Level)</i> |
| *Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course | | | |
| WAC/Gordon Rule Course Yes No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines . | | Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines . | |
| Minimum qualifications to teach course | | | |
| Faculty Contact/Email/Phone | | List/Attach comments from departments affected by new course | |
| Approved by Department Chair <u>CB Mills</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UUPC Chair <u>Dan Meeroff</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____ | | | Date <u>10/10/2021</u> 10.27.2021 11-3-2021 <u>11-8-21</u> <u>11-8-21</u> _____ _____ |

Email this form and syllabus to mjennning@fau.edu seven business days before the UUPC meeting.

PUR 3463
Sports Communication

CRN xxxxx
3 credits
Fall 2022
T, TH 11:00 am-12:20 pm
CU 122

Prof : Dr. Aaron Veenstra
Office CU 228
Office hours MWF 3:00-4:00pm
Telephone 561-297-0044
Email aveenstra@fau.edu

Course Description

This course covers fundamentals of communicating in a sports environment. It includes the basics of communicating for print and broadcast news, as well as communicating in teams, small groups, and organizations, as well as for public relations and sports information. Also covers ethical considerations and the role of sports in American culture.

Course Objectives/Student Learning Outcomes

Objectives: Upon completion of this course, students will be able to:

- a) Apply a variety of communication and media theories to increase understanding of sports communication concepts.
- b) Understand how communication theory has shaped sports communication.
- c) Understand the historical development of sports media and the coverage of sports in the United States.
- d) Identify current public relations issues and practices in sports.
- e) Understand how crisis communication and image repair strategies function in sports public relations.
- f) Understand how social media is re-configuring sports communication.
- g) Explain how social media has altered sports media production and consumption processes.
- h) Identify and explain the theoretical underpinnings of fan behavior.
- i) Identify and recognize issues involving interpersonal relationships in sports (e.g.,

COVID-19 Statement

All students in face-to-face classes are recommended to wear face coverings during class and at other times while indoors. Taking these measures supports the safety and protection of the FAU community. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services ([561-297-3512](tel:561-297-3512)).

- parents, children, coach-athlete, between athletes)
- j) Identify and discuss the role of commodification in sports and recognize ways that commodification occurs in sports.
- k) Identify and explain the ways that emotions function in sports communication.

National Communication Association Learning Outcomes in Communication (LOCs):

LOC #2: Employ communication theories, perspectives, principles, and concepts

- Explain Communication theories, perspectives, principles, and concepts
- Synthesize Communication theories, perspectives, principles, and concepts
- Apply Communication theories, perspectives, principles, and concepts
- Critique Communication theories, perspectives, principles, and concepts

Special Course Requirements

1. Reading Quizzes: One every day that there is an assigned reading, you will have a reading quiz. These quizzes will consist of 5-10 questions. You will have a total of 11 quizzes, and the highest 10 scores will count towards your final grade. (100 pts.)

2. Debates: There will be a series of debates in this class. You will engage in three debates. For each debate, you will be placed in a team of 3 people. You will each deliver a 6-7 minute speech supporting your side of the debate. Afterwards, the class will discuss the topic together. Each debate will be 75 points toward your final grade. (225 pts)

3. Audience Participation: You will be an audience member for 7 debates. You will listen to the debaters, complete an assigned worksheet, and have a discussion with the class. Each of your assigned worksheets is worth 15 points toward your final grade. (120 pts)

4. Exams: You will have three exams. These exams will be comprised of true/false, matching, multiple choice, and short answer questions. These exams will be based on course readings. This is an introductory course and, as such, the exams will seek to establish a baseline of knowledge of course content. If you complete the course readings, you should be able to do very well on these assignments. (300 pts)

5. Course Research Papers: You will research and write a paper on any topic relevant to sport communication that interests you. Your topic needs to be approved prior to beginning the paper. This paper is to be written in APA style and be approximately 1,500 words (excluding your cover page and reference pages). Furthermore, you will need to rely heavily on quality research sources (i.e., peer-reviewed research, academic chapters/books) to build your paper. (100 points)

Grading Summary and Scale

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|------------------------|-----|
| Reading Quizzes | 100 |
| Debates | 225 |
| Audience Participation | 120 |
| Exams | 300 |

Grading Scale

854-794=A 794-760=A- 760-734 = B+ 734-710= B 709-676=B- 775-642 =C+ 641-625=C 624-592=C- 591-540=D 539 and below=F

Policy on the Recording of Lectures

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.

Religious Accommodations

Any student, upon notifying his or her instructor, will be excused from class or other scheduled academic or educational activity to observe a religious holy day of his or her personal faith. Such notification shall be made no later than the end of the second week of the applicable academic term. Students shall not be penalized due to absence from class or other scheduled academic or educational activity because of religious observances, practices or beliefs. Students should review course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from successfully completing the academic requirements of a course. Students who are excused from class or a specific work assignment or other academic or educational activity for the purpose of observing a religious holy day will be responsible for the material covered in their absence, but shall be permitted a reasonable amount of time to make up any missed work. Missed work shall be made up in accordance with a timetable set by the student's instructor or as prescribed by the instructor at the beginning of the academic term.

Required Texts/Readings

Billings, A. C., Butterworth, M. L., & Turman, P. D. (2018). *Communication and sport: Surveying the field* (3rd Ed.) Thousand Oaks, CA: Sage.

Various OER, assigned weekly by the instructor.

Supplementary/Recommended Readings (if applicable)

Course Topical Outline

TENTATIVE SCHEDULE:**WEEK 1****Reading/Assignment Due**

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|-----------|---|--|
| August 23 | Syllabus Introduction to assignments | |
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WEEK 2**Reading/Assignment Due**

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|-----------|--|---------------------|
| August 28 | Introduction to Sport Communication | BBT – Chapter 1 & 2 |
| August 30 | Introduction to the Debate Assignment | |

WEEK 3**Reading/Assignment Due**

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|-------------|---|-----------------|
| September 4 | Sport Media | BBT – Chapter 3 |
| September 6 | <i>Debate: Will ESPN be the worldwide leader in sports in 10 years?</i> <i>Group Practice Debate</i> | |

WEEK 4**Reading/Assignment Due**

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|--------------|---|-----------------|
| September 11 | Sport Fans | BBT – Chapter 4 |
| September 13 | <i>Debate: Are sports a unifying force?</i> | |

WEEK 5**Reading/Assignment Due**

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|--------------|---|------------------|
| September 18 | Commodification of Sport | BBT – Chapter 14 |
| September 20 | <i>Debate: Should student-athletes be paid from revenues?</i> | |

WEEK 6**Reading/Assignment Due**

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|--------------|-------------------------------------|------------------|
| September 25 | Sports Gaming | BBT – Chapter 15 |
| September 27 | <i>Debate: Are esports a sport?</i> | |

WEEK 7**Reading/Assignment Due**

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|-----------|--|--|
| October 2 | Exam 1 | |
| October 4 | Researching and Citing <i>Introducing Paper</i> | |

WEEK 8**Reading/Assignment Due**

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|------------|---|------------------|
| October 9 | Parent-Child Communication | BBT – Chapter 10 |
| October 11 | <i>Debate: Should parents coach their own children in sports?</i> | |

WEEK 9**Reading/Assignment Due**

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|------------|----------------------------|------------------|
| October 16 | Player-Coach Communication | BBT – Chapter 11 |
| October 18 | Research Day | |

| WEEK 10 | | Reading/Assignment Due |
|----------------|---|-------------------------------|
| October 23 | Research Day | |
| October 25 | <i>Debate: Is winning the most important outcome of coaching?</i> | |

| WEEK 11 | | Reading/Assignment Due |
|----------------|--|-------------------------------|
| October 30 | Group and Team Communication | BBT – Chapter 12 |
| November 1 | <i>Debate: Does sport teach valuable life lessons?</i> | |

| WEEK 12 | | Reading/Assignment Due |
|----------------|------------------------------|-------------------------------|
| November 6 | NO CLASS - Fall Break | |
| November 8 | NO CLASS – NCA | |

| WEEK 13 | | Reading/Assignment Due |
|----------------|---------------|-------------------------------|
| November 13 | Exam 2 | |
| November 15 | Gender | BBT – Chapter 6 |

| WEEK 14 | | Reading/Assignment Due |
|----------------|--|-------------------------------|
| November 20 | <i>Debate: Does sex sell women's sports?</i> | |
| November 22 | NO CLASS - Thanksgiving Vacation | |

| WEEK 15 | | Reading/Assignment Due |
|----------------|--|-------------------------------|
| November 27 | Race, Ethnicity, & Identity | BBT – Chapter 7 & 9 |
| November 29 | <i>Debate: Should the use of mascots associated with particular ethnicities be banned?</i> | |

| WEEK 16 | | Reading/Assignment Due |
|----------------|---|-------------------------------|
| December 4 | Politics and Nationalism | BBT – Chapter 8 |
| December 6 | <i>Debate: Should athletes attend White House events?</i> | |

| WEEK 17 | | Reading/Assignment Due |
|----------------|--|-------------------------------|
| December 12 | FINAL EXAM Final Paper is Due | |