UNIVERSITY OF SOUTHERN MAINE

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BUS 314: Sport Communication & New Media
M/W 2:00 – 3:15 PM
Luther Bonney 510

Instructor: Dr. Emily Newell

Email: emily.newell@maine.edu

Office: Luther Bonney 416

Office Hours: By Appointment

Phone: 207-780-4328

Course Materials & Books:

Required: All required readings will be posted to Blackboard.

Technology Requirements: Although we meet in person, a significant portion of this class is dedicated to the use of technology and new media. Students should have consistent access to a computer and high-speed internet. Students should plan to bring a laptop/tablet to all class meetings.

Course Description:

This course examines the strategic use of media and communication within the sport industry, and provides students the opportunity for application through multimedia projects. Students will develop an understanding of the functional role of media and communication in its various forms throughout the sport industry, including but not limited to public relations, community relations, social media, and mass media.

Learning Outcomes:

At the end of this course, students in this course will be able to…

1. Identify and explain key issues and trends in sport communication.
2. Evaluate the effectiveness of sport communications strategies and campaigns.
3. Provide critical editorial and content-specific feedback on peer writing.
4. Compose professional quality writing samples for various sport media contexts.
5. Demonstrate competency in use of new media, including podcasting, web design, and social media strategy platforms.

Course Schedule and Assignments:

All assignments will be posted to the course page on Blackboard. Rubrics for assignments will also be provided in advance of projects.

A draft schedule is posted at the end of the syllabus and is subject to change. All changes will be posted in the newsfeed of Blackboard by the instructor. Please see me if you have questions about academic misconduct. Please note that all assignments are due on time. **Assignments will not be accepted late or via email unless explicit directions are given to do so.** Your assignment is late if it is not turned in by the time posted on Blackboard.

Assessment:

Reflection Notes	10%
Participation	10%
Peer Reviews/Critiques	20%
Draft Multimedia Assignments	25%
Final Multimedia Portfolio	35%
Total	100%

Reflection Notes.
This course is focused on writing in the context of the sport industry, and therefore examining different types of sports writing is critical to the course. You will be asked to consume various sport media, including written articles, podcasts, and social media. Additionally, you will be writing your own sample pieces, and editing for your peers. Part of being (a) prepared for class and (b) improving as a writer is reflecting on the process, what you're reading, and your work process. You will be keeping a reflection notebook/journal throughout the semester. You will be given a prompt before each and are expected to bring your notes completed before class the day they are due.

Participation.
As noted in the attendance section, this class is dedicated to collaborative work. For you to get the most out of this course, you need to be both physically present, and active in participation. In order to score highly in this portion of the course, you are expected to come to class being prepared, having done the assigned preparation work, and ready to contribute thoughtfully in the small group discussion.

Peer Reviews/Critiques.
For each of the assignments that are part of the multimedia portfolio, students will provide a peer review or critique of another student's work. Guide sheet will be provided. Students must provide comprehensive and constructive feedback on each of the four projects.

Draft Multimedia Assignments.
Throughout the semester, students will submit draft versions of each of the assignments required of the final portfolio. The instructor and/or the class as a whole will then provide timely feedback and critiques of the work. Deadlines are rolling, and may not be the same for each student, as students will be working on different components at different

times. Students will utilize this feedback to revise the assignments before submitting in the final multimedia journal. Further descriptions of each component of the portfolio are provided below.

Final Multimedia Portfolio.
At the end of the semester, students will submit a final digital portfolio of all assignments developed throughout the semester. For passing credit, students are expected to have edited and revised all projects below as necessary.

> ***Podcast.*** The class will work together to develop an overall theme for a podcast that will then be developed into episodes over the course of the semester. We will collectively to develop sub-topics for the episodes. Students will then work in pairs to develop an outline and script for the episode. Once revisions provided and the critique is complete, students will work with the instructor to record and mix the episode.
> ***Press Release.*** Groups of students will be assigned a specific scenario, covering a specific current issue in sport (it could be, for example, a crisis, re-branding, coaching change, or new product development). Students will then develop an objective, and a press release that frames the response aimed at achieving the stated objective. Peer and instructor revisions will be provided.
> ***Game Recap.*** At the beginning of the semester, students will be provided with dates and times of select sporting events in the Portland area. Students must sign up for one of the events, and will receive a media pass to the game. Students should do background research on the team and game prior to attending. Students will then write a 300-word game recap, complete with quotes. Peer and instructor revisions will be provided.
> ***Feature Story.*** Students will write a proposal for a topic to cover for a sport feature story. Proposals should succinctly summarize the topic, and include a list of potential sources to interview for the story. Once approved, students will develop a long form (1,000 word) feature article. Peer and instructor feedback will be provided.
> ***Sports Column.*** Students will write a proposal for topic to cover for a sports column, including resources and the student's stance on the topic. Once approved, the student will write a ~500 word sports column. Peer and instructor feedback will be provided.
> ***Advertisement.*** *Students will develop an advertisement of their choosing based on a company or team of their choosing. Subject to the approval of the instructor.*

GRADING/EVALUATION:
Grading Standards. An A represents outstanding performance. Effort alone does not guarantee above average grades. Quality, not quantity counts. Grades for each assignment are based on the level of detail, the soundness and justification of your ideas, and the quality of your work. If you are writing "challenged," use the Writing Center at the library. If you require adaptations to meet course requirements, it is your responsibility to notify the instructor during the first week of class.

Grade Sheet/Rubrics. Using grade sheet/rubrics as design templates will ensure that you don't lose points needlessly. All rubrics will be posted on Brightspace for your reference.

Late Assignments. All assignments must be completed and submitted on time. All work must be submitted on Brightspace. *NO WORK WILL BE ACCEPTED VIA EMAIL. I will not accept any late work.*

Plagiarism. Plagiarism is academic dishonesty and strictly prohibited. Students sometimes commit plagiarism without understanding they are doing so. Avoid this by visiting http://www.education.indiana.edu/~frick/plagiarism/ and taking the quiz. If you're still uncertain about what constitutes plagiarism, it is your responsibility to ask for assistance. I may also ask you to submit papers to Folio using Turn It In, an anti-plagiarism website. Students who plagiarize will be reported and receive a grade of "0" on the assignment. Plagiarism can also result in course failure and potentially university dismissal. In cases of suspected plagiarism, university policy will be followed.

COURSE POLICIES

Class Conduct: Students are expected to treat one another and the instructor with respect on the Brightspace discussion boards. There are times when topics that may be sensitive in nature to some students or are controversial may come up in the course. It is the expectation that students respect one another's opinions even if they differ from their own. Disrespectful conduct toward others in the class will not be tolerated.

ACADEMIC INTEGRITY / PLAGIARISM

Everyone associated with the University of Southern Maine is expected to adhere to the principles of academic integrity central to the academic function of the University. Any breach of academic integrity represents a serious offense. Each student has a responsibility to know the standards of conduct and expectations of academic integrity that apply to academic tasks. Violations of academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means. Cheating on an examination, stealing the words or ideas of another (i.e., plagiarism), making statements known to be false or misleading, falsifying the results of one's research, improperly using library materials or computer files, or altering or forging academic records are examples of violations of this policy which are contrary to the academic purposes for which the University exists. Acts that violate academic integrity disrupt the educational process and are not acceptable.

Evidence of a violation of the academic integrity policy will normally result in disciplinary action. A copy of the complete policy may be obtained from the office of Community Standards and Mediation, online at usm.maine.edu/communitystandards/academic-integrity or by calling and requesting a copy at (207) 780-5242.

UNIVERSITY POLICIES AND RESOURCES

Below you'll find information for our most crucial student services and supports. For USM's most complete and current information on services available to students, as well as academic policies, see The Academic Services & Policies Overview webpage.[1]

- Request disability accommodations | (207) 780-4706 | dsc-usm@maine.edu
- Report Interpersonal violence | (207) 780-5767 | usm.titleix@maine.edu
- Report On-Campus Emergencies and Safety Concerns | (207) 780-5211 or your local police agency.
- Get academic help | mycampus.maine.edu/group/usm/learning-commons1
- Get technology help | usm.maine.edu/computing/helpdesk
- Meet with an Advisor | usm.maine.edu/advising

Scan the QR Code to go to the Academic Services & Policies webpage[2]

[1] https://mycampus.maine.edu/group/usm/common-syllabus

[2] https://mycampus.maine.edu/group/usm/common-syllabus

The following schedule is subject to change:

Week	Assignments (to be completed before class on the assigned day)	Monday	Wednesday
Week 1 **Jan. 16, Jan. 18** **(Sunday, Jan. 22)**		***No Class – Martin Luther King Jr. Day***	Syllabus & assignments overview Course expectations Event Coverage Sign Ups
Week 2 **Jan. 23, Jan. 25** **(Sunday, Jan. 29)**	***Monday:*** *Find a sports recap story and bring it (printed) to class; turn in reflection notes #1*	Covering events discussion Professionalism Journalistic ethics Note taking, AP style, writing style	Jessica Lockhart WMPG Program Director Podcasting (TBD) In-Class Discussion re: topic of our podcast Team meetings & brainstorming/drafting
Week 3 **Jan. 30, Feb. 1** **(Sunday, Feb. 5)**	***Monday:*** *listen to assigned podcast episode; turn in reflection notes #2*	Sports media discussion Evaluating sources Journalism & info-tainment Source evaluation	Podcast critiques/round robin (first half) **In-class work (second half)** *Use this time to:* Interview someone Write Go through edits with Dr. Newell Record your podcast Edit work
Week 4 **Feb. 6, Feb. 8** **(Sunday, Feb. 12)**	***Monday:*** *Feature stories packet (on Brightspace); turn in reflection notes #3*	Round robin discussion, evaluation, and critique of sports features	Mind-mapping feature story ideas, source generation, outlining, background research

Week 5 **Feb. 13, Feb. 15** **(Sunday, Feb. 19)**	***Monday:*** *Feature story proposal form (completed) due* ***Wednesday:*** *Crisis communication reading; turn in reflection notes #4*	Breakout groups for proposal feedback and edits Topic approval meeting with Dr. Newell	Press releases and crisis communication discussion Assignment of press release scenarios
Week 6 **Feb. 20, Feb. 22** **(Sunday, Feb. 26)**		***No Class – President's Day***	**In-class workday** *Use this time to:* Interview someone Write Go through edits with Dr. Newell Record your podcast Edit work
Week 7 **Feb. 27, March 1** **(Sunday, March 5)**	***Wednesday:*** ***Group A:*** *Game Recap Draft* ***Group B:*** *Press Release Draft*	Discussion of peer critiques How to give constructive feedback AP Style editing	Peer Critique of game recap/press release
Week 8 **March 6, March 8** **(Sunday, March 12)**	***Monday:*** *Sports column packet; turn in reflection notes #5* ***Wednesday:*** *Feature story draft*	Sports column writing & critiques Round robin evaluation of column columns	Peer Critique of feature stories
Week 9 **March 13, 16** **(Sunday, March 19)**		***No Class – Spring Break***	***No Class – Spring Break***

Week 10 **March 20, March 22** **(Sunday, March 26)**		**In-class workday** *Use this time to:* Interview someone Write Go through edits with Dr. Newell Record your podcast Edit work	Sport column idea development Mind mapping, outlining and proposals
Week 11 **March 27, March 29** **(Sunday, April 2)**		Advertising discussion Analysis of creative/ads in sports Small group report-out Advertising group or individual selection, development, and storyboarding	**In-class workday** *Use this time to:* Interview someone Write Go through edits with Dr. Newell Record your podcast Edit work
Week 12 **April 3, April 5** **(Sunday, April 9)**	***Monday:*** *Turn in reflection notes #6* ***Wednesday:*** *Sport Column Draft*	**In-class workday** *Use this time to:* Interview someone Write Go through edits with Dr. Newell Record your podcast Edit work	Peer critiques of sports column
Week 13 **April 10, April 12** **(Sunday, April 16)**	***Wednesday:*** *Advertisement draft*	Social media discussion Strategy in social media Social media research & analytics	Peer critiques of advertisements

Week 14 **April 17, April 19** **(Sunday, April 23)**	***Wednesday:*** ***Group A:*** *Press Release Draft* ***Group B:*** *Game Recap Draft*	**In-class workday** *Use this time to:* Interview someone Write Go through edits with Dr. Newell Record your podcast Edit work	Peer critiques of press releases/game recaps (group dependent)
Week 15 **April 24, April 26** **(Sunday, April 30)**	***Wednesday:*** *Turn in reflection notes #7*	**In-class workday** *Use this time to:* Interview someone Write Go through edits with Dr. Newell Record your podcast Edit work	**"Open Mic" Day**
Finals Week Final portfolios due by Friday, May 5 at 11:59 PM			