BUS 314: Sport Communication & New Media
Section 4499
M/W 12:30-1:45 PM
Payson Smith 305

Instructor: Dr. Emily Newell
Email: emily.newell@maine.edu
Office: Luther Bonney 416
Office Hours: Thursday (in office) 11:00 AM -12:00 PM
or 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:
<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
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<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Sport Media Blog</td>
<td>10%</td>
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<tr>
<td>Peer Reviews/Critiques</td>
<td>20%</td>
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<tr>
<td>Draft Multimedia Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Final Multimedia Portfolio</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Attendance.**
Much of this course is dedicated to collaborative work, as well as working in technology labs, or at the Learning Commons. Therefore, it is imperative that students regularly attend class in order to properly complete assignments.

**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.

**Sport Media Blog.**
Over the course of the semester, students will keep a collaborative blog on current issues and trends in sport media. Each student will be responsible for one week of the semester during which he or she will write a 500-word post on a subject of choice. Examples of potential topics include the use of social media for sponsorship activation, the growth of Podcasting in sport news and entertainment, live-streaming of sport events, and risk management of athlete and coach social media use. At the end of each
post, the lead student will post 2+ questions related to the topic for classmates to respond to by the end of the week.

**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 feedback 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.
Social Media Plan. Students will be given a list of sport organizations to choose from. Based on their selection, they will develop a 3-month, comprehensive social media campaign. The plan must include strategic goals, sample posts for at least three of the following social media platforms: Facebook, Twitter, Instagram, Snapchat. The plan should also include a calendar of posts, descriptions of content, and a rationale for how this content works to achieve the stated goals.

Grading Criteria:
An A represents outstanding performance. Effort alone does not guarantee above average grades, nor does meeting the minimum standards expected of an assignment.

Grades for each assignment are based on the level of detail, the soundness and justification of your ideas, and the quality of your work. Use of the Learning Commons at the library is encouraged. Rubrics will be provided for most assignments.

Course Evaluations:
At the end of each semester every student has the opportunity to provide constructive feedback on the course. It is important to me that you take the time to let me know your thoughts about the course. I use your feedback to make improvements in the course materials, assignments, and outcomes.

COURSE POLICIES
ATTENDANCE POLICY
Students are expected to be on time and in class on a regular basis. Attendance is taken daily. Missing more than 3 classes without permission/excuse will negatively impact the student’s grade.

CLASS CANCELLATION
I will notify students of any cancelled class that may be necessary. If the university cancels class, please see the policy below. If class needs to be cancelled due to inclement weather or other circumstances, an online assignment may be given, including a short write or students watching an abbreviated lecture video online.

ATTENDANCE POLICY: Inclement Weather
From time to time USM will close the University due to inclement weather. When the cancellation is for an entire day, the class content will be made up at another time or through additional, outside of class, assignments.

When the school opens late or closes early, and the time selected is during the middle of class, we will still hold the class unless you are otherwise notified by me. Two examples:

- If class starts at 1pm, but the University is closing at 1:30pm, we will still have class unless you hear from me.
- If class starts at 1pm, but the University is opening at 1:30pm, we will still have class unless you hear from me.
TECHNOLOGY IN THE CLASSROOM
A significant chunk of this course is dedicated to the use of technology. However, the instructor reserves the right to ask students to put away technology if it is being used for purposes outside the scope of this class.

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.

FINAL EXAMINATIONS/FINAL PROJECT
In lieu of a final exam, students will submit a final multimedia portfolio with revisions made to individual assignments submitted throughout the semester.

UNIVERSITY POLICIES AND RESOURCES

DISABILITY ACCOMMODATIONS
The university is committed to providing students with documented disabilities equal access to all university programs and services. If you think you have a disability and would like to request accommodations, you must register with the Disability Services Center. Timely notification is essential.
The Disability Services Center can be reached by calling 207-780 4706 or by email dscusm@maine.edu. If you have already received a faculty accommodation letter from the Disability Services Center, please provide me with that information as soon as possible. Please make a private appointment so that we can review your accommodations.

TUTORING AND WRITING ASSISTANCE
Tutoring at USM is for all students, not just those who are struggling. Tutoring provides active feedback and practice, and is available for writing, math, and many more subjects. Walk-in tutoring is available at the Glickman Library in Portland, the Gorham Library, and the LAC Writing Center. For best service, we recommend making an
appointment at https://usm.maine.edu/learningcommons/schedule-tutoring-appointment. Questions about tutoring should be directed to Naamah Jarnot at 207-780-4554. Interested in becoming a more effective, efficient learner? Check out https://usm.maine.edu/agile!

COUNSELING
Counseling is available at USM. The best way to schedule an appointment is to email usm.health@maine.edu. More information is available at https://usm.maine.edu/uhcs.

NONDISCRIMINATION POLICY
The University of Southern Maine is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran’s status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Sarah E. Harebo, Director of Equal Opportunity, 101 North Stevens Hall, University of Maine, Orono, ME 04469-5754, 207.581.1226, TTY 711 (Maine Relay System).

STATEMENT ON RELIGIOUS OBSERVANCE FOR USM STUDENTS
Absence for Religious Holy Days: The University of Southern Maine respects the religious beliefs of all members of the community, affirms their rights to observe significant religious holy days, and will make reasonable accommodations, upon request, for such observances. If a student’s religious observance is in conflict with the academic experience, they should inform their instructor(s) of the class or other school functions that will be affected. It is the student’s responsibility to make the necessary arrangements mutually agreed upon with the instructor(s).

TITLE IX STATEMENT
The University of Southern Maine is committed to making our campuses safer places for students. Because of this commitment, and our federal obligations, faculty and other employees are considered mandated reporters when it comes to experiences of interpersonal violence (sexual assault, sexual harassment, dating or domestic violence, and stalking). Disclosures of interpersonal violence must be passed along to the University’s Deputy Title IX Coordinator who can help provide support and academic remedies for students who have been impacted. More information can be found online at http://usm.maine.edu/campus-safety-project or by contacting Sarah E. Holmes at sarah.e.holmes1@maine.edu or 207-780-5767.

If students want to speak with someone confidentially, the following resources are available on and off campus: University Counseling Services (207-780-4050); 24 Hour Sexual Assault Hotline (1-800-871-7741); 24 Hour Domestic Violence Hotline (1-866-834-4357).
The following schedule is subject to change:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Monday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>No Class – Martin Luther King Jr. Day</td>
<td>Syllabus &amp; assignments overview Course expectations Event Coverage Sign Ups</td>
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<tr>
<td>Jan. 17, 19</td>
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<tr>
<td>(Sunday, Jan. 23)</td>
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<tr>
<td>Week 2</td>
<td>Before class Monday: Find a sports recap story and bring it (printed) to</td>
<td>Covering events discussion Professionalism</td>
<td>Jessica Lockhart  WMPG Program Director Podcasting</td>
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<tr>
<td>Jan. 24, 26</td>
<td>class.</td>
<td>Journalistic ethics Note taking, AP style, writing style</td>
<td>In-Class Discussion re: topic of our podcast Theme, name, art, etc. Get into podcast teams</td>
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<tr>
<td>(Sunday, Jan. 30)</td>
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<tr>
<td>Week 3</td>
<td>Before class Monday: listen to assigned podcast episode – be prepared to</td>
<td>Group critique of podcast, Round robin report outs</td>
<td>Individual group podcast brainstorming, storyboarding, research Round robin presentations and feedback Sign up for studio times</td>
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<td>Jan. 31, Feb. 2</td>
<td>report out</td>
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<td>(Sunday, Feb. 6)</td>
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<td>Week 4</td>
<td>Reading: Feature stories packet (on Brightspace)</td>
<td>Sports media discussion Evaluating sources</td>
<td>Round robin discussion, evaluation, and critique of sports features</td>
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<td>Feb. 7, 9</td>
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<td>Journalism &amp; info-tainment</td>
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<td>(Sunday, Feb. 13)</td>
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<td>Week 5</td>
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<td>Mind-mapping feature story ideas, source generation,</td>
<td>Breakout groups for proposal feedback and edits, meet with Dr. Newell</td>
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<td>Feb. 14, 16</td>
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<td>outlining, background research</td>
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<td>(Sunday, Feb. 20)</td>
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<td>Week 6</td>
<td>Before Class Wednesday: Feature story proposal form (completed) due</td>
<td>No Class – President’s Day</td>
<td>Bring a sports ad to class Advertising discussion Analysis of creative/ads in sports Small group report-out</td>
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<tr>
<td>Feb. 21, 23 (Sunday, Feb. 27)</td>
<td>Reading: Advertising reading (on Brightspace)</td>
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<td>Week 7</td>
<td>Advertising group or individual selection, development, and storyboarding</td>
<td>Strategic communication discussion Crisis communication Community relations Public relations</td>
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<td>Feb. 28, March 1 (Sunday, March 6)</td>
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<td>Week 8</td>
<td>Reading: Sports column packet (on Brightspace)</td>
<td>Writing day, check-ins with Dr. Newell</td>
<td>Sports column writing &amp; critiques Round robin evaluation of column columns</td>
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<td>March 7, 9 (Sunday, March 13)</td>
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<td>Week 9</td>
<td>No Class – Spring Break</td>
<td>No Class – Spring Break</td>
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<td>March 14, 16 (Sunday, March 20)</td>
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<td>Week 10</td>
<td>Before Class Wednesday: Feature story draft</td>
<td>Sport column idea development Mind mapping, outlining and proposals</td>
<td>Peer critiques of feature story drafts</td>
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<td>March 21, 23 (Sunday, March 27)</td>
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<tr>
<td>Week 11</td>
<td>Reading: Social Media reading (on Brightspace)</td>
<td>Social media discussion Strategy in social media Social media research &amp; analytics</td>
<td>Peer critiques of creative advertising</td>
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<tr>
<td>March 28, 30 (Sunday, April 3)</td>
<td>Before Class Wednesday: Creative advertising draft</td>
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| Week 12  
| April 4, 6  
| (Sunday, April 10) | **Reading:**  
| Media evaluation in the age of digital media & fake news  
| **Group A:** Game Recap Draft  
| **Group B:** Press Release Draft | Social media selection  
| Initial analysis form | Peer critiques of press releases/game recaps (group dependent) |
| Week 13  
| April 11, 13  
| (Sunday, April 17) | **Before Class Wednesday:**  
| Sport Column Draft | Snow day flex day/work day | Peer critiques of sports column |
| Week 14  
| April 18, 20  
| (Sunday, April 24) | **Before Class Wednesday**  
| **Group A:** Press Release Draft  
| **Group B:** Game Recap Draft | Flex day for game coverage | Peer critiques of press releases/game recaps (group dependent) |
| Week 15  
| April 25, 27  
| (Sunday, May 1) | **Before Class Wednesday:**  
| Social media strategy draft | In-class workday | Peer critiques of social media strategy |

**Finals Week**  
Final portfolios due by Friday, May 6 at 11:59 PM