COURSE DESCRIPTION
This course examines the various channels for communication within the sport industry. The primary focus will be an analysis of the ways in which sport organizations communicate directly with their target markets as well as in-depth discussion of the mediated devices used to consume sporting products.

STUDENT LEARNING OBJECTIVES
Upon completion of this course, the student will be able to:

<table>
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<tr>
<th>Course Learning Outcomes</th>
<th>Assessment Techniques</th>
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<td>• Develop a knowledge base pertaining to the current trends, industry demands, and professional opportunities upon which they can build a career in some area of sport communication.</td>
<td>Participation, Exams</td>
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<td>• Understand and analyze sport communication theory.</td>
<td>Participation, Exams, Individual Project</td>
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<tr>
<td>• Identify, discuss, and analyze the elements that comprise the Strategic Sport Communication Model (SSCM).</td>
<td>Participation, Individual Project</td>
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<tr>
<td>• Demonstrate an appreciation of diversity through use of unbiased language and an inclusive approach to sport communication.</td>
<td>Participation</td>
</tr>
<tr>
<td>• Synthesize the information learned throughout the course into a final project and presentation.</td>
<td>Exams, Research Paper, Individual Project</td>
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</table>
REQUIRED TEXTBOOKS AND MATERIALS

Additional materials will be provided within the course under Content, such as: lecture slides, recorded lectures, required and supplemental readings, and all other supplemental materials.

INSTRUCTIONAL METHOD
This course will be facilitated entirely online via Desire2Learn (https://d2l.sdbor.edu), which you will use to:
- Communicate with your classmates and the instructor
- View lecture notes and recordings
- View and complete self-assessment quizzes
- Submit coursework
- Access all required course materials (readings, videos, etc.)
- Access your course progress and grade information

STUDENT EXPECTATIONS
Students are expected to read, understand, and abide by all policies and procedures outlined in this syllabus, as well as those in the Online Student Handbook, which can be accessed from the “Getting Started” widget on the course homepage.

In terms of activities, each week is detailed in the Class Schedule. The instructor will also provide regular updates during the week, so students should log into D2L to check for news and email *multiple times per week*.

Students are also expected to have and maintain the appropriate technology required to complete the course. For more information about this, please see the Technology Requirements towards the end of the syllabus.

One important thing to remember: when all is said and done, this is your class; it is what you make of it. Your level of participation will be directly proportional to your class experience: you will get out of it what you put into it.

STUDENT RESOURCES
Online Student Handbook (in the “Getting Started” widget on the course homepage):

This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:
- Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
- Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
- Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

ACADEMIC INTEGRITY
The value of a University of South Dakota education is determined by the quality and character of the students and graduates. Therefore, students are expected to uphold academic integrity.
- All academic work, including, but not limited to, papers, computer programs, assignments, and tests, must consist of the students’ own work.
- Students are expected to learn and practice proper techniques for accurately citing resource material.
- Students are expected to be honest in all academic work, refraining from all forms of cheating.
- Students are expected to function as students, including, but not limited to, attending class regularly and completing all assignments and examinations.

Academic dishonesty may take many forms. Examples of academic dishonesty include, but are not limited to, the following:
- buying, selling, or trading papers, projects, or other assignments;
- using or attempting to use any unauthorized book, notes, or assistance from any person during a quiz or examination;
- plagiarizing and/or submitting the work of another as your own;
- fabricating information or citations;
- facilitating dishonest acts of others pertaining to academic work
- submitting, without instructor permission, work previously used;
- tampering with the academic work of another person;
- ghosting-taking a quiz or exam in place of a student or having any person take a quiz or exam in your place;
- any attempt to falsify an assigned grade or an examination, quiz, report, or program or in a grade book, document, or other record;
- any attempt, or actual, computer program theft; illegal use of software; inappropriate use of the Internet, such as, but not limited to, illegal or unauthorized transmissions; or improper access to any computer system or account;
- Any attempt, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment (both parties to the collusion are considered responsible.)
- Forging a faculty members or administrator’s signature on any card, form or document.

ACADEMIC DISHONESTY

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

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• Any attempt, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment (both parties to the collusion are considered responsible.)
• Forging a faculty members or administrator's signature on any card, form or document.

PLAGIARISM
A. Professionals do not claim the words or ideas of others as their own. You must cite where the information came from if it is not completely (100%) your own. If the information is a direct quote then quotation marks should fall at the beginning and at the end of the sentence or phrase. In addition, a page number must be included. If you paraphrase information (put it into your own words) it still needs to be cited, since the information is not your original thoughts. A citation is required but no quotation marks or page numbers are utilized.

B. Plagiarism- 1) to steal and pass off (the ideas or words of another) as one's own 2) use another's production without crediting the source 3) to commit literary theft; present as new and original an idea or product from an existing source (Merriam Webster Online- http://www.merriam-webster.com/dictionary/plagiarizing). Plagiarism is a white or black issue; there are no shades of gray. This means either plagiarism occurred or it didn't. Some students are under the mistaken impression that “unintentional” plagiarism may occur; there is no such thing. If you have a question about plagiarism, it is your responsibility to ask. Once it occurs, it is too late to act confused.

C. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
   1. Given a zero for that assignment.
   2. Allowed to rewrite and resubmit the assignment for credit.
   3. Assigned a reduced grade for the course.
   4. Dropped from the course.
   5. Failed in the course.

DIVERSITY STATEMENT
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

CLASS POLICIES
Students are expected to be familiar with and adhere to the guidelines set out in the in the Online Orientation Guide: http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf

USD Policies:
Freedom in Learning Statement: Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of
opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Services:
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information contact:

Disability Services
Room 119 Service Center
(605) 677-6389
http://www.usd.edu/academics/disability-services/

TECHNOLOGY REQUIREMENTS
The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the Online Student Handbook in the “Getting Started” widget on the course homepage.

Aside from the requirements listed in the handbook, this course has three other requirements:
1. All students should have the ability to submit papers in a format compatible with Word: DOC or DOCX. The University of South Dakota provides access to Google Docs—a free, online office suite—which can save documents as Word files. USD's Google Docs can be accessed with your USD username and password at: http://docs.usd.edu.

Additionally, USD makes Microsoft Office available for free to all students. For more information, please visit the USD Technology page:
http://www.usd.edu/technology

2. This course makes use of Collaborate, a web-conferencing solution, for the live lectures/office hours, as well as the lecture recordings. If you plan on participating in the live sessions, it is recommended that you either purchase a USB multimedia headset—earphones with a microphone—or you have a phone available to conference into the session, so that you can ask questions instead of typing them.

3. In order to take the quizzes in this course, you will be required to use the Respondus LockDown Browser. This can be downloaded from any quiz or survey, but only needs to be installed once. That being the case, you will need to have the appropriate permissions to install the software on the computer from which you will be taking the exam.

NETIQUETTE REGARDING DISCUSSION BOARDS, EMAILS, ETC.
General Netiquette guidelines can be found in the CE Online Orientation (http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf). The expectations are to follow the basic rules of netiquette and to be courteous to all those in the class. Please type in complete
sentences and follow the discussion board guidelines. Use only appropriate acronyms, for example DE for distance education and F2F for face to face. For more information on netiquette please review the following sites, http://www.dtcc.edu/cs/rfc1855.html or http://www.albion.com/netiquette/corerules.html. If you need assistance with a spell-checker, you can download a browser based spell-check at http://www.iespell.com or use FireFox. Please treat all communications in this class as you would in the business world. In other words, the expectations for communications are to be formal, using proper grammar, spelling and netiquette. For examples of proper netiquette, please refer to the CE Online Orientation @ http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf

LECTURES/OFFICE HOURS
Lectures will be facilitated via Collaborate, the university’s web-conferencing system, and will last approximately two hours. Dates and times of weekly lecture will be announced throughout the semester. All recordings will be available via Collaborate archives for access until the end of the semester. Because this is an online, asynchronous course, attendance at the weekly live lecture is NOT a requirement; however, students not attending the live lecture are required to review the lecture recording. Also, viewing the lecture slides/notes will not be sufficient, as they only serve as an outline for the lecture. All of the lecture slides and notes and subsequent recordings of the lectures, will be made available under the Content area of the course, under the current week. Lecture recordings will generally be posted a couple of hours after the recording has taken place.

COURSE WEEKLY OUTLINE

<table>
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<tr>
<th>DAY</th>
<th>TASK</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Start of the week; new materials and weekly assessments available</td>
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<tr>
<td></td>
<td>Open for independent work and discussions</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Open for independent work and discussions</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Online Lecture (7pm CST)</td>
</tr>
<tr>
<td>Thursday</td>
<td>Open for independent work and discussions</td>
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<td></td>
<td><strong>First discussion board postings due by 11:59 PM CT</strong></td>
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<tr>
<td>Friday</td>
<td>Open for work on assessments/quizzes or exams</td>
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<td></td>
<td><strong>If a graded exam is scheduled, it will open @ 5:00 AM CT</strong></td>
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<tr>
<td>Saturday</td>
<td>Open for work on assessments/quizzes or exams</td>
</tr>
<tr>
<td>Sunday</td>
<td>All weekly graded assessments (second discussion board postings, papers, exams) due by 11:59 PM CT on Sunday night.</td>
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EVALUATION

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<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams (3 x 50pts)</td>
<td>150</td>
</tr>
<tr>
<td>Chapter Exercises (4 x 10 pts)</td>
<td>40</td>
</tr>
<tr>
<td>Discussion Board (7 x 5pts)</td>
<td>35</td>
</tr>
<tr>
<td>Sport Communication Research Project</td>
<td>75</td>
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<td></td>
<td>300</td>
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Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% - 100%</td>
<td>270.0-300.0</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>240-269.9</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>210-239.9</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>180-209.9</td>
<td>D</td>
</tr>
<tr>
<td>Under 60%</td>
<td>&lt;-179.9</td>
<td>F</td>
</tr>
</tbody>
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1. **Exams** - The three (3) exams will be comprised of multiple choice, fill-in-the-blank, and/or short answer questions over any lectures, videos, or reading assignments determined by the professor to be pertinent. Each will be worth 50 points. Exams will be available as early as 5:00am (CST) on the Friday prior to the due date. They are located under the Assessments tab, within the Quizzes link. There will be NO make-ups for these activities. All exams will be graded within one week (150 pts). *Due Dates: October 1st, October 29th, December 3rd*

2. **Discussion Board** - Students are charged with being regular participants in the course discussion board. On the assigned week there will be an associated discussion on topics covered during the lecture and in the course readings. Students will need to post at least one direct response to the instructor's posting and at least one response to another group member’s response. You are expected to post at least TWICE per week. The FIRST post must be made by 11:59pm on Thursday and the SECOND post must be made by 11:59pm on Sunday. Additionally, students are encouraged to post questions or comments to one another as well. You will be evaluated on quality of content, quantity of content, creativity, and the ability to apply course concepts. When posting in the discussions, each student must abide by the “Netiquette” section in the Online Student Handbook, which can be found in the “Getting Started” widget on the Course Home page. Additionally, each student will need to post a substantive response to the question or questions posed by the instructor, and then reply substantively to another student’s response. A substantive response is more than simply saying, “I agree,” or “I disagree;” rather, it will provide arguments to support the student’s response. Students can earn a maximum of 5 points per week. Discussion grades will be updated weekly (35 pts). *Due Dates: See course schedule for specific due dates*

3. **Chapter Exercises** - On the assigned week there will be an associated chapter exercise on topics covered during the lecture and in the course readings. Students will submit an individual paper in response to the chapter exercise prompt for that given week. Each paper must be a minimum of 2 pages in length and no more than 3 pages (Note: 2 pages means “2 going onto 3”, not “1 going onto 2”). Paper formatting should be: Time New Roman, Font Size 12, Double spaced;1 inch page margins. (40 pts) *Due Dates: See course schedule for specific due dates*

4. **Sport Communication Research Project** - Sports events are made up of the story being told by the organization and the one being told by the media. Often, these stories are one and the same (especially when a sports organization hires its own broadcasters). This paper gives you the opportunity to write a critical analysis of the stories you are being told through the broadcast of a sports event.

You are to choose a major sports event broadcast to watch, one that will be broadcast on television.
You are to write a brief (5-7 page) reaction paper that critically assesses the ways in which a sports organization promotes its goals through the broadcasting of its event.

You are to watch a professional sports event (MLB baseball game, NFL football game, professional hockey or basketball game, boxing match). Your task as you listen to and watch the event, is to look (and listen) for ways in which the broadcasters also create you as an audience (and fans) for the game (and team). Look and listen for ways in which the broadcasters identify the home team as “your” team. As we will discuss in class, broadcasters often do this by giving the home team “agency” (identifying the home team as the “actors” and the visiting team as opponents or the challenge to be overcome). You are to note illustrations of actual comments that create the home team as your team and, consequently, create you as fans. Note, in particular, when broadcasters use language commonly identified as “homer” language.

Additionally, you are to study all the ways in which the sports organization sells its product(s), from the advertising on scoreboards to promotional announcements to advertising throughout the stadium. You will be limited to the angles the (event broadcast) camera shows throughout the event, but do your best. You should take notes on all these acts of suasive communication as they appear throughout the broadcast. You are to choose several representative acts and write a brief analysis that discusses each of the ways in which these acts give meaning to what occurs on the field, promote organizational goals, and use and sustain social values.

This paper is observational. You do not need to draw on class theory beyond the use of basic concepts in narrative construction and broadcasting that we have covered. Your primary goal is to create a clear, insightful, and illuminating examination of how fans are created through the visual and aural rhetoric of sports organizations. Papers will be graded on completing the assignment, quality of writing, clarity of analysis, and value of insights into the persuasive use of symbols. (75 pts) Due Date: December 7th

5. All graded assignments (including quizzes, projects, participation, et cetera) are due on Sunday night at 11:59pm Central Standard Time. Assignments that are due on a given week will always be due on Sunday Night. The grading cycle for a given week runs Monday-Sunday. Therefore, Sunday Night represents the end of that particular week for grading purposes.

Like all classes in the KSM graduate program, this class will help prepare you for a career in sport. If you are to perform successfully in this industry, you must have excellent verbal and written communication skills. As such, written assignments will be held to high standards.

COURSE SCHEDULE: (This course syllabus is a general plan for the course: deviations announced to the class by the instructor may be necessary)