



Midwestern State University
Gordon T. & Ellen West College of Education
Media & Community Relations in Sport SPAD 5623

Course Instructor

Dr. Sandy Shawver
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Office Hours

By appointment only

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Class Meeting Places & Times Summer I 2024

Desire 2 Learn Portal

Flip: <https://flip.com/00b03593>

ZOOM Meetings: June 10 @ 10:00 AM and June

Course/Catalog Description

Theoretical and practical examination of best practices and trends in media and community relations associated with the sport industry. Co-requisite: SPAD 5633

Required Texts

Stoldt, G.C., Dittmore, S.W., Ross, M., & Bravold, S.E. (2021). *Sport Public Relations* (3rd Edition), Champaign, IL: Human Kinetics.

Clavio, C. (2021). *Social Media and Sports*, Champaign, IL: Human Kinetics.

APA Publication Manual, 7th Edition or www.purdueowl.edu

Recommended

Street and Smith's *SportBusiness Journal*

Required Technology

- MSUTexas Email Account (must be checked daily)
- Computer (Mac or Windows)
- Internet access
- [Microsoft Office \(Word, Excel, PowerPoint\)](#) or compatible programs
- Adobe [Reader](#)
- Web browser plugin(s) for audio and video (e.g., [Quicktime](#))

Knowledge

- There are no pre-requisites for this course. However, typically students should have a base in sport management, kinesiology, coaching or a related discipline prior to taking this course. However, this is not required and there are no pre-requisites for this course.
- Students should be experienced with the APA 7th edition citation format.
- Students should be familiar with the research databases available through the MSU library and have a working knowledge of the academic journals in the sport management discipline. To assist in your familiarity with these materials, see the Links & Resources tab on the course menu bar.

Technology Skills

- Must be able to use D2L
- Must be able to Send/receive email
- Must be able to create, send, and receive Microsoft Word, Excel, or PowerPoint documents
- Must be able to post and respond to [discussion boards](#)
- Must be able to download audio files
- Must be able to upload photos and videos to D2L
- Must be able to appropriately use internet links and websites (e.g. Flip, Google & ZOOM)

Communication Policies

Before you email me, make sure to follow the “Three then Me” rule. The “Three then Me” rule says that you search for your answer regarding the course in at least three other places before you email me. For example, if you have a question about an assignment, you should consult your syllabus, your grading scale or rubric, or the assignment description on D2L. Remember, check three sources before you email me your question. It is very likely you’ll find the answer and not need to email me. If you don’t find the answer, and need clarification, feel free to email me.

During the week, I will typically respond to your emails within 24-48 hours. Any emails received after Friday at 1:00 pm and/or over the weekend will receive a response no later than Tuesday by noon.

Student Email Usage

You are required to use your MSUTexas email address for all correspondence during this course. Check that your MSUTexas email address is the one listed in your Desire 2 Learn Personal Information. Using your MSUTexas address ensures your privacy. If you have a different email account, you can forward your MSUTexas email to that account, but I will only send and respond to e-mails sent from a MSUTexas address. Please make sure to include your name on any email that you send. You are required to check your MSUTexas email a minimum of 3 days per week.

Netiquette

Communication online is different than that of face to face classes. Your fellow students can't see your facial expression, hear you giggling, or notice your gestures. All of these elements significantly add to face to face communication. So, please keep this in mind when you are commenting on others ideas, giving constructive criticism on a writing project, or just interacting with the class in general. You are expected to treat others in this class with the utmost respect and professionalism. If you're new to the online environment or if you have never taken time to learn about social rules for politeness and mutual respect in the virtual world, you should educate yourself [netiquette](#).

Although you are not face to face, you can create lasting friendships in the online environment and can certainly serve as support systems for each other as we progress through the session. You may also want to think about the fact that just because individuals take an online course, it doesn't mean that they are necessarily at a distance from each other. During your introductions, take a minute to let others know where you're located (but not your specific address). You may find that you live near each other and could meet to work on projects, chat about the course, etc.

Also, think about the many ways that you can collaborate and interact with the others in class. Besides a blog and the discussion board, you can send email, make phone calls, meet in a chat room, trade your papers via email or file exchange, etc. Feel free to interact! I want you to be interactive with each other.

Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learning Environment – Graduates of West College of Education (GWCOE) create challenging, supportive, and program-centered environments in diverse settings**
- **Individual Development - GWCOE demonstrate knowledge of individual differences in growth and development**
- **Diverse Learners - GWCOE recognize the value and challenges of individual differences**
- **Reflection - GWCOE engage in individual and group reflection to improve management & technical skills.**
- **Collaboration, Ethics, Relationships - GWCOE develop positive relationships, use collaborative processes, and behave ethically.**
- **Communication - GWCOE communicate effectively both verbally and nonverbally through listening, speaking, reading, and writing.**
- **Professional Development - GWCOE actively engage in continuous learning and professional development.**
- **Planning Process - GWCOE demonstrate effective planning as part of the sport administration environment.**
- **Assessment - GWCOE demonstrate formative and summative techniques to plan, modify, and evaluate programs.**

Assignment Completion Policy

Assignments and activities must be completed according to the instructions provided with each assignment. Failure to follow the instructions will result in an automatic grade of "F" for the assignment.

General Preparation and Submission of Course Assignments and Projects Policies

Unless otherwise noted, all assignments must be submitted using APA 7th Edition format. This means that each assignment should be typed with double line spacing. You should not indent paragraphs. You should use 11 or 12 point font in Arial or Times New Roman.

You must cite and provide references in APA format (7th edition). Failure to do so will result in at least one letter grade reduction.

You must cite quality academic sources in your assignments. This means more than 90% of your references should stem from refereed/peer reviewed sources. For information on the difference between a quality academic source and a popular press source, consult the course information module for an explanatory paper.

You must write using proper sentence structure and grammar. You must proofread your work and use proper spelling and punctuation. Spell check is not always sufficient. Failure to use proper grammar, spelling, and punctuation will result in a grade reduction. Assignments submitted with incomplete and run-on sentences may receive an automatic grade reduction.

All sources used in your assignments must appear on the reference page. All sources on the reference page must have appeared in the assignment. Failure to do so will result in an automatic "F."

All work must be original work and performed by each individual student. All group work must be original work by that group and performed by your group.

Assignments are graded on the basis of your adherence to the specified requirements, professional appearance, and organization of material, clarity of writing style, justification and support for your ideas, your creativity, and the comprehensiveness of the work. You should also use headings and subheadings when organizing projects and audits.

By logging onto Desire 2 Learn and by submitting each assignment, you are certifying that your work is original and that you are the individual that enrolled in the course.

Objectives

Students will:

1. Gain knowledge and skills in the general use of media and community relations within sports related positions.
2. Gain knowledge and skills necessary for the development of media sources and avenues that may be utilized in promotion of self, program and/or organization.
3. Gain knowledge and experience in posting to and maintaining a social media site that will benefit the Sport Administration program and/or athletic teams at MSU.
4. Gain understanding and knowledge of the importance of networking and positive community relations for a program/school/organization.
5. Gain knowledge and experience in planning, developing and maintaining media and positive community relations for sport and recreation entities.

Dispositions

1. Students will maintain a 2 day log of their individual use of media and effectively evaluate how and why they use it as individuals.
2. Students will develop and post information to a social media site promoting the Sport Administration program and/or the athletic and recreation programs at MSU.
3. Students will discuss readings and other topics presented within class using the on-line discussion board or other electronic format (i.e. google doc).
4. Students will critique (2) two interviews. Critiques should focus on live interview, taped interviews, media conferences, and/or speaking engagements from within the industry.
5. Students will evaluate and compare different mediums used in media for the promotion of sport.

Assessment

Description of Evaluation	Possible Points	Total Points	% Of Final Grade
1. Professional Team(s) PR Staff Responsibilities	40.00	40.00	16.00%
2. Social Media Self Evaluation Paper & Flip	25.00	25.00	10.00%
3. Video File Editing	40.00	40.00	16.00%
4. Competencies for Media/PR Flip	15.00	15.00	6.00%
5. Media Guide	30.00	30.00	12.00%
6. Journalist Instagram Review	20.00	20.00	8.00%

7. News Conference	50.00	50.00	20.00%
8. Final Exam	30.00	30.00	12.00%
Total		250.00	100%

Tentative Course Calendar

PART 1 June 3 - 10

Topics: Introducing Sport Public Relations, Integrating Public Relations with Strategic Management, Social Media and the Sports World

Readings: Stoldt, et al. (2021) Chapters 1-2; Clavio (2021) Chapter 1

Review D2L course website & Syllabus
Review and understand Discussion Board Rubric

Assignments: Social Media Self Evaluation (Parts 1 & 2) DUE 6/6 @ 11:30 PM
Pro Sports PR Staff Responsibilities DUE 6/9 @ 11:30PM

PART 2 June 11 - 19

Topics: Engaging Key Publics via Legacy Media, Tools of the Trade

Readings: Stoldt, et al. (2021) Chapter 5; Clavio (2021) Chapter 2

Assignments: Video File Editing DUE 6/16 @ 11:30 PM
Media Guide DUE 6/19 @ 11:30 PM

PART 3 June 20 - 26

Topics: Managing the Sport Organization-Media Relationship, The Online Community

Readings: Stoldt, et al. (2021) Chapter 6; Clavio (2021) Chapter 5

Assignment: Discussion Board based on Clavio Chapter 5 reading DUE (See Assignment)

PART 4 June 27 – July 5

Topics: Employing News Media Tactics, Framing Your Presence

Readings: Stoldt, et al. (2021) Chapter 7; Clavio (2021) Chapter 7

Assignment: News Conference DUE 6/30 @ 11:30 PM
Final Exam (Comprehensive) DUE 7/4 @ 11:30 PM

*** assignments may be adjusted as deemed necessary for better understanding and gaining of experience based on the professors professional judgement***

Course Assignments:

Online Discussion, Flip & Course Activities: Students are required to participate in online discussions by posting to the Discussion Board or Flip Ap by the deadline(s) posted. Each student will be required to make two (2) discussion board posts on assigned topics during the semester. Discussions/Flips will focus on chapters from Stoldt, Dittmore, Ross & Branvold (2021), Clavio (2021) and supplemental material provided by the instructor. Each student will read the designated material or chapter, and be prepared to thoroughly discuss or present per the instructions on the appropriate platform. See Discussion Board Rubric for specific grading criteria.

Media Guide: Develop a media guide for a local high school basketball team. Begin by outlining a plan that will guide you through the planning and production phases in a timely manner. Then work through the plan, being careful to involve all the other interested parties (e. g. coaches, administrators) as necessary to ensure the production of a thorough, accurate product.

News Conference: As the sports Information Director for an Football Bowl Division (FBS) university, you are approached by your athletic director about scheduling a news conference later that day to announce the firing of the head football coach. Detail a plan to notify the media and prepare a location for the news conference.

Pro Sports PR Staff Profile/Responsibilities: Visit the website of a professional sport team of your choice in one of the following sports: auto racing, baseball, ice hockey, lacrosse, or rugby. Based on the staff directory and any staff profiles that it may provide; describe the way its public relations responsibilities are assigned. Does it have a public relations or communications staff? If so, how is that staff organized? If not, is there any indication of who is responsible for executing the public relations function?

Public Relations Competencies: Students are to assess their competencies in terms of the five (5) basic skills that underlie public relations practice. What skills should you seek to develop further while pursuing your education? Identify your three-point action plan on how you plan to improve your communication skills before entering the workforce after graduation.

Social Media Journalist: Students will follow a provided sports journalist and follow them on Instagram and Twitter for 5 days of posts, focusing specifically on the comments section and in the replies. Using the course discussion board discuss what kinds of responses the journalist receives. Within this discussion talk about the language and attitudes exhibited in the comments and responses and the larger implications for females in sports and social media.

Social Media Self-Evaluation: The purpose of this assignment is to provide the instructor some primary information: 1) Complete a self-evaluation of your own social media experience level. What social media have you used so far in your life, how long have you been using it, and what would you estimate your level of effectiveness in using it has been? Be sure to talk about all types of social media that you have used, including Facebook, Twitter, Instagram, Snapchat, and other services. 2) After completing the written self-evaluation of your own social media experience. Utilizing FLIP, each student will then share their individual feelings about social

media as a societal and cultural phenomenon. How important do you think it is? Do you see it primarily as a good or bad thing and why?

Video Editing: Students will access the provided video files and be required to edit together a 60-second video in whatever software platform is their preferences. Students must choose a central theme and then write a paragraph explaining how the theme affected your editing choices. There must be an overlay of text in at least two areas of the video, along with other design elements which can be an in-video zoom, filter of something of the students choice. A link to the video will be submitted to the Dropbox for the professors' review.

Grading Procedures

A	225 - 250
B	200 - 224
C	175 - 199
F	0 - 174

Assignment Deadlines

All assignments will be due by the scheduled deadline on the actual due date in D2L in either the correct drop box, discussion board or Flip. Due to the timeframe of the course, there will be no late assignments accepted without a conversation with the professor a minimum of 48 hours prior to the due date/time. For approved late submissions, a deduction of 5 points per day will be enforced if an assignment is turned in late.

Other Class Policies

During this course you will be expected to deal with your subject area, your instructors, your peers, and your colleagues as a professional. This includes appropriate dress and language for your any video submissions. (only business casual dress accepted.). Although ZOOM meetings are not required attendance, it is recommended that students attend as they are able for the opportunity for gaining information and asking questions. Most ZOOM meetings last between 30 – 45 minutes and are recorded/posted to the newsfeed of the class portal.

Plagiarism Statement

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” from Student Handbook

Student Integrity

AI Generated Writing

Using ChatGPT and other AI generative programs to compose a paper or project are not yet considered acceptable practices. AI generated information is not original work. If you copy and paste AI generated information, you have plagiarized the information authored by the machine. If you rephrase AI generated information, you have again committed plagiarism because the information is not your original work.

That said, if you decide to use generative AI for parts of a paper or project, please read the information at the following two links carefully. The Best Practices article gives you suggestions and guidelines for acceptable use. Keep in mind that AI is not always correct or current or trustworthy. However, you are responsible for the accuracy of all material you include in a paper or project. You should locate and cite professional sources that support the AI generative information you use. [Best Practices AI Scientific Manuscripts](#)

Most importantly, you must provide citations and references for all generative AI information used. Since generative AI information is not reproducible, you should save copies of the information you obtained and include those documents in appendices attached to your paper or project. Full citation information can be found at the APA How to Cite link. [How to Cite ChatGPT](#)

Plagiarism

All papers and projects are submitted to Turnitin for plagiarism and AI checks. Next, the instructor will review the plagiarism/AI issues. Many times, scores can be impacted by reference and citation information, and these issues will be disregarded. All paraphrased and quoted information should be cited and a reference for that citation should be included on the reference page. Remember, this is true for AI generated information as well. The APA manual 7th edition can be found online. [Purdue Owl APA](#) or [American Psychological Association](#)