



Faculty of Arts  
& Social Sciences

---

**School of the Arts and Media**

**MDIA 5005**

**Sport Media and Promotion**

**Session 1, 2014**

## Table of Contents

Staff Contact Details	2
School of the Arts and Media Contact Information	2
Attendance Requirements	3
Essential Information For SAM Students	3
Credit Points	3
Summary of the Course	3
Aims of the Course	4
Student Learning Outcomes	4
Graduate Attributes	4
Rationale for the inclusion of content and teaching approach	4
Teaching strategies	4
Assessment (summary)	5
Assessment details	5
Late Submission	7
Extension Procedure	8
Special Consideration	8
Academic honesty and plagiarism	8
Course schedule	10
Expected Resources for students (including textbook)	13
Course evaluation and development	13

## Staff Contact Details

Position	Name	Email	Availability; times and location	Phone
Convenor	Dr Kath Albury	<a href="mailto:k.albury@unsw.edu.au">k.albury@unsw.edu.au</a> I will reply to all student emails during regular working hours (i.e. Mon-Fri, 9am-6pm). <b>Please put 'MDIA5005' in the subject line of your email to make sure I don't miss it!</b>	Tuesday 2-3pm, Wednesday 11am-12pm or by appointment. Location: Robert Webster Building Room 231F	9385 8533 Please note, email is my preferred mode of contact – you will get a much faster response!
Lecturer/tutor	Dr Melanie Zolenas-Kennedy	TBC	TBC	TBC

## Contact Information for the School of the Arts and Media

SAM Office  
Room 312, level 3 Robert Webster Building  
Phone: 9385 4856  
Email: [sam@unsw.edu.au](mailto:sam@unsw.edu.au)

## Attendance Requirements

- A student is expected to attend all class contact hours.
- A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who arrives more than 15 minutes late may be penalised for non-attendance.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they should seek permission from the Course Authority. The application should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- A Course Authority may excuse a student from classes for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.
- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure.
- For more information about the FASS attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

## Essential Information For FASS/SAM Students

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>.

## Course details

### Credit Points:

6 credit points
-----------------

### Summary of the Course

<p>This course introduces students to the cultural, political and economic role played by sport globally. It aims to develop their understanding of the role played by the media in commercialising sport and in globalising audiences for sport. It will also develop students' understanding of sports media and public relations practice. Topics include: the cultural, political and economic roles of sport; globalised sports and sports audiences; sports fans; new media impacts on sports reporting and public relations; gender in sports and sports media and public relations; sports branding, promotion and marketing; and research and interview techniques for sports writing.</p>
---

### **Aims of the Course**

The course aims to develop professional communication expertise, creative expression and scholarly critique in sport media and promotions industry contexts.

You will:

1. Develop an understanding of the role of sport media and promotion in the contemporary media and public relations landscapes.
2. Develop practical skills in a range of sport writing genres.
3. Understand the constraints and processes of sport media and promotion.

### **Student learning outcomes**

At the conclusion of this course the student will be able to:

- 1) Demonstrate a critical understanding of sport media and promotion.
- 2) Demonstrate a critical understanding of sport communication genres.
- 3) Demonstrate practical skills in their chosen genres of communication

### **Graduate Attributes**

The students will be encouraged to develop the following Graduate Attributes by undertaking the selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks.

At the conclusion of this course the student will be able to:

1. Demonstrate an advanced critical knowledge of journalism, communication and media theory and practice.
2. Undertake research-based learning utilising critical frameworks for journalism and communication research.
3. Demonstrate adaptive communication skills, through class presentations, groupwork and writing that displays evidence of critical analysis.

### **Rationale for the inclusion of content and teaching approach**

This course is an elective in the Master of Journalism and Communication and the Master of Public Relations and Advertising. It is included to enable students to develop a critical understanding of the sports media and communications industries. It reflects my position that graduate's practice within the field will require an advanced theoretical and practical understanding of the evolving space of sports media within the fields of journalism and communications. This course will assist students in developing critical research and communication and team-work skills that will enhance their practice as media professionals.

### **Teaching strategies**

This is a Blended Delivery subject, combining weekly online lectures (on Moodle), with two intensive workshops on Saturday March 15, and Saturday April 12.

## Assessment

In order to pass this course, you must make a serious attempt at ALL assessment tasks.

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
1) Reflective journal	1500 words	20%	1	1	Monday 26 May
2) Sport journalism group blog	This is a portfolio assessment, consisting of a 2800 word group blog, and a 1400 word individual contribution	45%  (30% group blog PLUS 15% individual contribution)	1, 2, 3	1, 2, 3	Monday 14 April
3) Sport promotion individual project (PR campaign proposal)	2000 words	35%	1, 2, 3	1, 2	Tuesday 10 June

### Assessment Details

#### 1) Reflective Journal

Weight: 20%

Length: 10 x 150-200 word reflections on lecture content or course readings from lectures 1-10.

**Due: Monday 26 May**

You will need to make a journal entry each week, directly related to an aspect of lectures and/or course readings from weeks 1-10. Each journal entry should briefly:

Describe the example you have chosen from lecture content or course readings, and explain why you chose this as your outstanding learning area for this week. Did it challenge/surprise/infuriate/inspire you? Why? Finally, you should state what you have **personally** learned from the lecture or reading.

You will be assessed according to the following criteria:

- Ability to critically analyse and reflect on course content (as outlined above)
- Ability to write clearly and concisely

This assessment will be discussed in Lecture One and Workshop One. We will workshop the first 6 journal entries in person on Saturday 12 April. You will need to bring a hard copy to class.

You should submit the complete journal as a word document or pdf on Turnitin.

Course Code

Session 1, 2014

CRICOS Provider Code: 00098G

## 2) Sports Journalism Group Blog

Weight: 45% (30% group blog/15% individual contribution)

Length: Group blog = 2800 words

Individual Blog post PLUS Contribution Statement = 1400 words.

**Due: Monday 14 April**

**Each group blog will contain four blog posts, exploring a key topic from sports media and culture (i.e. gender and sexuality, globalisation, sports fans, etc.) from a journalistic perspective. You will participate in group-work to choose your blog topic, and build your basic blogging framework (i.e. theme, welcome posts and 'about' pages). You will then research and write your individual blog post in the form of: an original news story, an original interview/profile, or a short news feature story.**

**NOTE: Opinion or 'comment' pieces are not appropriate for this assessment task.**

This is a portfolio assessment task. To complete it successfully you must:

- 1) Participate in group work and blog planning in the workshop on Saturday March 16;
- 2) Participate in the construction of a WordPress blog, and contribute one 700 word post to your group blog;
- 3) Participate in on-going group discussions (online and/or in-person) in weeks 3-6;
- 4) Participate in a group presentation and final polishing of your group blog on Saturday 12 April;
- 5) Write an Individual Contribution Statement which:

Describes your contribution to the group process, explains why and how you made the contributions you did, and states what you personally learned from the process. You may also wish to (briefly) comment on the group dynamic, and the contributions of your fellow group-members.

You will be assessed according to the following criteria:

- Ability to participate constructively in small groups, including blog design and planning process (as outlined above)
- Ability to critically analyse and reflect on course content (as outlined above)
- Ability to research using academic and non-academic sources
- Ability to accurately and ethically cite academic and non-academic sources
- Ability to communicate clear, coherent stories and arguments, orally and in writing.
- Ability to integrate appropriate multi-media story-telling elements (ie podcasts, images etc)

This assessment will be discussed and commenced in Workshop One, and you will present your blogs to the class (and add finishing touches) in Workshop Two. Please submit your 700 word individual blog post PLUS your 700 word Individual Contribution Statement as a **single** 1400 word document or pdf on Turnitin.

### 3) Sports Promotion Individual Project

Weight: 35%

Length: 2000 words

**Due: Tuesday 10 June**

Write a PR campaign proposal relating to a current or anticipated problem, challenge or opportunity facing an existing sport organisation, team or athlete.

Each campaign proposal must address each of the following key elements:

- Statement of problem/challenge/opportunity
- Situation analysis (advance research)
- Campaign goal and campaign objectives
- Key publics
- Key messages
- Communication channels (mediated, unmediated)
- Campaign budget (assume minimal budget)
- Execution plan (tasks, deadlines)
- Evaluation plan

In conducting advance research, you will be expected to gather data from multiple sources. These may include but are not limited to personal interviews with informed sources; academic, professional, or relevant popular literature; organisational records; and organisational promotional communications (e.g., news releases, websites, tweets).

All sources are to be cited in the text of the paper, and a complete list of references must be included at the conclusion of the proposal.

You will be assessed according to the following criteria:

- Ability to critically analyse and reflect on course content (as outlined above)
- Ability to research using academic and non-academic sources
- Ability to accurately and ethically cite academic and non-academic sources
- Ability to communicate clearly and concisely, using language appropriate to the intended audience.

You will submit your proposal as a word document or pdf on Turnitin.

#### **Late Submission**

PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN SAM.

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. For more information on submission of late work, consult the FASS assessment protocols at <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>.

## Extension Procedure

- A student seeking an extension should submit a SAM extension application form to the Course Authority before the due date.
- The Course Authority should respond to the request within two working days.
- The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- For more information, see the FASS extension protocols on the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

## Special Consideration

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

## Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another



person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Details of what plagiarism is can be found on the Learning Centre's Website [Plagiarism & Academic Integrity website \(http://www.lc.unsw.edu.au/plagiarism\)](http://www.lc.unsw.edu.au/plagiarism), in the myUNSW student A-Z: Guide <https://my.unsw.edu.au/student/atoz/Plagiarism.html> and in Appendix A of the [Student Misconduct Procedure \(pdf- https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf\)](https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf).

The Learning Centre also provides substantial education written materials, workshops, and tutorials to aid students, for example:

- Correct referencing practices;
- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments, so they may be reviewed using this procedure.

## Course schedule

Topic	Date	Location	Suggested Readings
Week 1: (KA) Introduction and overview	5 March	Moodle	Stoldt et al (2006) Chapter One 'Introducing Sport Public Relations' ( <b>textbook</b> )  Nicholson, M., Zion, L. and Lowden, D (2011) 'A Profile of Australian Sports Journalists (Revisited)' <i>Media International Australia, Incorporating Culture and Policy</i> No 140, August 84-96 <a href="http://search.informit.com.au/documentSummary;dn=345711444148529;res=IELLCC">http://search.informit.com.au/documentSummary;dn=345711444148529;res=IELLCC</a>
Week 2: (KA) Researching and writing sports journalism: how-to & some critical reflections	12 March	Moodle	Boyle, R (2006) 'Engaging with sports journalism: context and issues' in <i>Sports Journalism: Context and Issues</i> , London: Sage pp 7-29(e-book available from UNSW Library)  Rowe, D (2013) 'On scandal after scandal, sports journalists drop the ball', <i>The Conversation</i> , <a href="http://theconversation.com/on-scandal-after-scandal-sports-journalists-drop-the-ball-12251">http://theconversation.com/on-scandal-after-scandal-sports-journalists-drop-the-ball-12251</a>  McWilliam, B (2013) 'Interview Tips Any Sports Reporter Can Use', <i>SportsNetworker.com</i> , <a href="http://www.sportsnetworker.com/2013/10/23/interview-tips-any-sports-reporter-can-use/">http://www.sportsnetworker.com/2013/10/23/interview-tips-any-sports-reporter-can-use/</a>
Saturday Workshop 1	15 March	Webster Theatre A	Workshop activities will include: Introductions Discussion of reflective journal assessment Exercises ie sports interviewing & writing, issues in contemporary sport media Introduction to group blogging assessment Online research exercise (in media labs) Establishing basic Wordpress blogs in groups (in media labs)  If you have a laptop or other internet-ready device, please bring it to class.
Week 3 (KA) Sport, media industries and globalization	19 March	Moodle	Stoldt et al 'Focusing on the Sport Organisation-Media Relationship' (textbook) pp113-132  Hutchins, B. (2011) The acceleration of media sport culture: Twitter, telepresence and online messaging, <i>Information, Communication &amp; Society</i> 14(2) 237-257  Hutchins, B. and Rowe D. (2010) Reconfiguring media sport for the online world: an inquiry into "sports news and digital media", <i>International Journal of Communication</i> 4 696-718 (online) Available at:

			<a href="http://ijoc.org/ojs/index.php/ijoc/article/view/758">http://ijoc.org/ojs/index.php/ijoc/article/view/758</a>
Week 4 (KA) Sport, politics and national identity	26 March	Moodle	Rowe, D. (2012) 'The bid, the lead-up, the event and the legacy: global cultural politics and hosting the Olympics', <i>The British Journal of Sociology</i> 63 (2), 285 -305  Cashman, R. (2009). Asia's place in the imaging of Australian sport. <i>Sport and Society: Cultures, Commerce, Media, Politics</i> 12 (6) 933-946  Toohey, K and Taylor, T (2009) Sport in Australia: 'worth a shout'. <i>Sport and Society: Cultures, Commerce, Media, Politics</i> 12(7), 837-841
Week 5 (KA) Sport, sexuality and gender	2 April	Moodle	Kian, E., Anderson, E., Vincent, J., Murray, R (2013) 'Sport journalists' views on gay men in sport, society, and within sport media' <i>International Review for the Sociology of Sport</i> October (pre-print) <a href="http://irs.sagepub.com/content/early/2013/10/01/1012690213504101">http://irs.sagepub.com/content/early/2013/10/01/1012690213504101</a>  Caple, H., Greenwood, K., Lumby, C. (2011). In what league? The representation of female athletes in Australian television coverage. <i>Media International Australia, incorporating Culture &amp; Policy</i> (140), 137-146  Boyle, R (2006) 'Gendered Sport? Gendered Sports Journalism?' in <i>Sports Journalism: Context and Issues</i> , London: Sage pp 144-159 (e-book available from UNSW Library)
Week 6 (KA) Sport and celebrity culture	9 April	Moodle	Gilmour, C and Rowe, D. (2010). When Becks came to Sydney: multiple readings of a sport celebrity, <i>Soccer &amp; Society</i> 11 (3) 229-241  Summers, J., Morgan, M. (2008). 'More than just the media: Considering the role of public relations in the creation of sporting celebrity and the management of fan expectations', <i>Public Relations Review</i> 34(2): 176-182 <a href="http://www.sciencedirect.com/science/article/pii/S036381110800026X">http://www.sciencedirect.com/science/article/pii/S036381110800026X</a>
Workshop 2	12 April	Webster Theatre A	Workshop activities include: Group blog presentations Group work (final work on blogs in media labs) Reflection & evaluation of weeks 1-6 (via workshopping of reflective journals) Intro to PR assessment PR exercise (based on a case study presented during the workshop)

Week 7 (KA) The business of sport	16 April	Moodle	<p>Stoldt et al (2011) 'Integrating Public Relations With Strategic Management' (textbook) pp24-47</p> <p>Smith, A.C.T and Stewart, B (2010) 'The special features of sport: a critical revisit', <i>Sport Management Review</i> February, pp1-13</p> <p>Costa, A (2013) 'What's in a name: The real value of sponsorship', <i>Sports Business Insider Blog: Brand Sport</i> 23 July, <a href="http://sportsbusinessinsider.com.au/news/category/sponsorship-and-marketing/whats-in-a-name-the-real-value-of-sponsorship/">http://sportsbusinessinsider.com.au/news/category/sponsorship-and-marketing/whats-in-a-name-the-real-value-of-sponsorship/</a></p>
UNSW BREAK PG READING WEEK (wk 8)			<p>19 April – 25 April (no classes)</p> <p>28 April – 2 May (no classes)</p>
Week 9 (MZK) Mediated communication tactics in sport	7 May	Moodle	<p>Stoldt et al (2011) <i>Employing News Media Tactics</i> (textbook) pp 153-172</p> <p>Stoldt et al (2011) <i>Staging Interviews, News Conferences, and Media Events</i> (textbook) pp 173-193</p>
Week 10 (MZK) Unmediated communication tactics in sport	14 May	Moodle	<p>Stoldt et al (2011) <i>Exploring Unmediated Communication Tactics</i> (textbook) pp 215-231</p> <p>Lewis, R. and Kitchin, P (2010) 'New Communications media for sport' in M. Hopwood, P. Kitchin, &amp; J Skinner (eds). <i>Sport public relations and communication</i>. Sydney: Butterworth-Heinemann. Pp 187- 214(e-book access via UNSW Library)</p>
Week 11 (KA) Sports scandal and crisis communication	21 May	Moodle	<p>Stoldt et al (2011) 'Communicating in Times of Crisis; pp195-215 (textbook)</p> <p>Domingo, B. (2003). Stop slammin' Sammy: A theoretical approach to the first 24 hours of a communications crisis in sports. <i>Public Relations Quarterly</i>, 48 (4), 20-22.</p> <p>Martinson, D. (1994/1995, Winter). Are public relations practitioners personally responsible for client behavior or actions? <i>Public Relations Quarterly</i>, 39 (4), 16-19.</p>

Week 12 (KA) Sports, community development and community marketing (NRL case study)	28 May	Moodle	Stoldt et al (2011) 'Demonstrating Social Responsibility' (textbook) pp 233-255  Lewis, R. and Kitchin, P (2010) 'Sport in the community' in M. Hopwood, P. Kitchin, & J Skinner (eds). <i>Sport public relations and communication</i> . Sydney: Butterworth-Heinemann. Pp 87-104 (e-book access via UNSW Library)  Bahfen, N (2012) 'Bridging Codes: football and Islam in western Sydney, <i>The Conversation</i> <a href="http://theconversation.edu.au/bridging-codes-football-and-islam-in-western-sydney-5176">http://theconversation.edu.au/bridging-codes-football-and-islam-in-western-sydney-5176</a>
Week 13 (KA) What about the fans? Sporting fan cultures and fan media	4 June	Moodle	Hopwood, M (2010) 'The Public Relations Role of Fans and Supporter Groups' in M. Hopwood, P. Kitchin, & J Skinner (eds). <i>Sport public relations and communication</i> . Sydney: Butterworth-Heinemann. Pp 139- 152(e-book access via UNSW Library)  McCarthy, B. (2013), Consuming sports media, producing sports media: An analysis of two fan sports blogospheres, <i>International review for the sociology of sport</i> , Vol.48(4),p. 421-434

### Expected Resources for students

#### Textbook:

Stoldt, G.C., Dittmore, S.W., & Branvold, S.E. (2012). *Sport public relations: Managing stakeholder communication (2<sup>nd</sup> Ed.)* Lower Mitcham, SA: Human Kinetics. (Available for purchase in the UNSW Bookshop)

#### Recommended Books

Andrews, Phil (2005) *Sports journalism: a practical introduction* London/Thousand Oaks/New Delhi: Sage Publications

Boyle, Raymond and Haynes, R (2009) *Power Play: Sport, The Media and Popular Culture* (second edition) Edinburgh: Edinburgh University Press

Rowe, David (2004) *Critical readings: sport, culture and the media* Maidenhead, Berkshire: Open University Press

#### Recommended E-Books (access via UNSW Library catalogue)

Boyle, Raymond (2006) *Sports journalism: context and issues* London/Thousand Oaks/New Delhi: Sage Publications.

Hopwood, M., Kitchin, P., & Skinner, J. (Eds). (2010) *Sport public relations and communication*. Sydney: Butterworth-Heinemann.

### Course evaluation and development

Feedback will be sought via CATEI, and through a brief in-class evaluation in Week 6. Previous evaluations of this subject have resulted in significant changes to course delivery and assessments.