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

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Availability; times and location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convenor</td>
<td>Dr Kath Albury</td>
<td><a href="mailto:k.albury@unsw.edu.au">k.albury@unsw.edu.au</a></td>
<td>Tuesday 2-3pm, Wednesday 11am-12pm or by appointment. Location: Robert Webster Building Room 231F</td>
<td>9385 8533 Please note, email is my preferred mode of contact – you will get a much faster response!</td>
</tr>
<tr>
<td>Lecturer/tutor</td>
<td>Dr Melanie Zolenas-Kennedy</td>
<td>TBC</td>
<td>TBC</td>
<td>TBC</td>
</tr>
</tbody>
</table>

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
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

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.
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.

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

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.
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 (i.e 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.


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.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Location</th>
<th>Suggested Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday Workshop 1</td>
<td>15 March</td>
<td>Webster Theatre A</td>
<td>Workshop activities will include:&lt;br&gt; Introductions&lt;br&gt; Discussion of reflective journal assessment&lt;br&gt; Exercises ie sports interviewing &amp; writing, issues in contemporary sport media&lt;br&gt; Introduction to group blogging assessment&lt;br&gt; Online research exercise (in media labs)&lt;br&gt; Establishing basic Wordpress blogs in groups (in media labs)&lt;br&gt; If you have a laptop or other internet-ready device, please bring it to class.</td>
</tr>
<tr>
<td>Week 4 (KA)</td>
<td>26 March</td>
<td>Moodle</td>
<td>Rowe, D. (2012) ‘The bid, the lead-up, the event and the legacy: global cultural politics and hosting the Olympics’, <em>The British Journal of Sociology</em> 63 (2), 285 -305</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport, sexuality and gender</td>
<td></td>
<td></td>
<td><a href="http://irs.sagepub.com/content/early/2013/10/01/1012690213504101">http://irs.sagepub.com/content/early/2013/10/01/1012690213504101</a></td>
</tr>
</tbody>
</table>

|-------------|----------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Workshop 2</th>
<th>12 April</th>
<th>Webster Theatre A</th>
<th>Workshop activities include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group blog presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group work (final work on blogs in media labs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reflection &amp; evaluation of weeks 1-6 (via workshopping of reflective journals)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Intro to PR assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PR exercise (based on a case study presented during the workshop)</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td>--------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

| UNSW BREAK PG READING WEEK (wk 8) | | | 19 April – 25 April (no classes) |
| | | | 28 April – 2 May (no classes) |

|-------------|-------|--------|---------------------------------------------------------------------|

|---------------|--------|--------|-----------------------------------------------------------------------------------|

|--------------|--------|--------|---------------------------------------------------------------------------|
Week 12 (KA)
Sports, community development and community marketing (NRL case study)

<table>
<thead>
<tr>
<th>28 May</th>
<th>Moodle</th>
</tr>
</thead>
</table>


Week 13 (KA)
What about the fans? Sporting fan cultures and fan media

<table>
<thead>
<tr>
<th>4 June</th>
<th>Moodle</th>
</tr>
</thead>
</table>


Expected Resources for students

Textbook:

Recommended Books

Recommended E-Books (access via UNSW Library catalogue)

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.