



UNSW
AUSTRALIA

**Faculty of Arts and Social
Sciences**

School of the Arts and Media

MDIA5005

Sports, Media and Culture

Session 1, 2016

UNSW Course Outline

Staff Contact Details

Position	Name	Email	Availability	Location
Course Authority	A/Prof Katherine Albury	k.albury@unsw.edu.au	Monday 5-6pm Tuesday 11am-12pm	Room 231F Robert Webster Building

School of the Arts and Media Contact Information

Room 312, level 3 Robert Webster

Building Phone: 9385 4856

Email: sam@unsw.edu.au

Website: <https://sam.arts.unsw.edu.au>

Attendance Requirements

- A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.
- Timetable clash - If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the UNSW Arts & Social Sciences Permissible Timetable Clash Application form: <https://www.arts.unsw.edu.au/ttclash/index.php>
- Where practical, a student's attendance will be recorded. The procedure for recording attendance will be set out on the course Learning Management System (Moodle).
- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).
- 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 rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without failure is made by Student Administration and Records.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should

seek permission from the Course Authority, and where applicable, their request 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 or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- For more information about the SAM attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Essential Information For 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

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.

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 multiple genres of communication

Teaching Strategies & Rationale

This is a Blended delivery/ flipped course, combining weekly online lectures (delivered via Moodle) with intensive face-to-face workshops. 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.

Assessment

How do Assessment Items relate to Learning Outcomes?

Reflective journal

You will:

Demonstrate a critical understanding of sport media and promotion.

Sport Journalism group blog

You will:

Demonstrate a critical understanding of sport media and promotion.

Demonstrate a critical understanding of sport communication genres.

Demonstrate practical skills in multiple genres of communication

Research Essay

You will:

Demonstrate a critical understanding of sport media and promotion.

Demonstrate a critical understanding of sport communication genres.

Demonstrate practical skills in multiple genres of communication

Assessment & Weighting	Length	Due date	Feedback
Reflective journal (20%)	1500 words	Friday 20 May, 5pm	Written feedback via Turnitin
Sport Journalism group blog (45%) (Includes Week 4 compulsory class presentation).	700 word blog post, plus 700 word individual contribution statement (1400 words in total).	Monday 11 April, 5pm	Verbal feedback for class presentation of draft blog, written feedback via Turnitin
Research Essay/ White paper (35%)	2000 words	Monday 30 May 5pm	Written feedback via Turnitin

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

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: Friday 20 May, 5pm

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 Lectures and Workshops. You will be given time to ask questions regarding your journals in class in Workshop 4 (Week 11).

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

2) Sports Journalism Group Blog

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

Length: Total group blog = 2800 words, posted on a Wordpress site

Individual Blog post PLUS Contribution Statement = 1400 words, submitted as a word document or pdf.

Due: Monday 11 April 2, 5pm

Each group blog will contain four blog posts, exploring a key topic from sports media and culture (ie gender and sexuality, globalisation, sports fans etc) from a journalistic perspective. You will participate in groupwork to choose your blog topic, and build your basic blogging framework (ie 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 in Week One;
- 2) Participate in the construction of a WordPress blog, and contribute one 700 word post to your group blog;
- 3) Participate in on-going discussions with your group (online and/or in-person) in weeks 2-4;
- 4) Participate in a group presentation and final polishing of your group blog in Week 4;
- 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
- 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 (Week One), and you will present your blogs to the class (and add finishing touches) in Workshop Two (Week Four). 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.

Notes on Blogs and Blogging

To help you design your blogs, please consider following guidelines, generously borrowed and adapted from Professor Laura Portwood-Stacer and the Selfies Syllabus.

Be sure to use hyperlinks and multimedia examples. Your post should make use of hyperlinks where appropriate — this means providing links to the websites of any notable individuals or publications you mention (such as course readings), and to any specific articles or webpages you reference. Everyone likes pictures – include them where appropriate, but make sure you link them back to their original source (or give the source credit in your post).

Be sure to give proper attribution/trackbacks. Any time you reference the words or ideas of another individual, your post links back to where you found them. This means including links to any online material you discuss in your own posts. This helps people notice your writing, and builds you good will around the web.

Noble Blogger Guidelines: How to Cite Pictures <http://writtent.com/blog/the-honor-code-of-a-noble-blogger-how-to-cite-pictures>

Include appropriate categories & tags. Your post should include at minimum, categories and tags for for the post number/subject. Include tags for your blog's theme, such as women in sport, social media, fans etc.

Be sure your post is of adequate length. Your post is the appropriate word count to make your point cogently and succinctly. Images and/or video are recommended.

Proofread for grammar, spelling, formatting. This doesn't mean your language has to be as formal as you would be in an academic paper, but you should be consistent so that it is clear to your reader you didn't just neglect to fix your mistakes.

Remember your voice: Show off your originality, creative flair, and unique insights. Have fun writing your posts and make them fun to read! Original, creative, and unique posts will be the ones that your readers will choose to respond to. It will make you feel good when they do!

3) Research Essay or White Paper (Individual Project)

Weight: 35%

Length: 2000 words

Due: Monday 30 May, 5pm

This essay or white paper allows you to research a topic of your own choosing (clearly linked to the content for this course). If you are particularly interested in a specific aspect of sports journalism, sport branding or sport promotion, this is your opportunity to explore the topic in depth. We will work together to develop your research questions in Workshop 3 (Week 7), and you will present, and receive feedback on your work-in-progress in Workshop 4 (Week 11).

Both white papers and essays are research-based, and must cite sources for research material. A white paper tends present research findings in order to offer a solution to a business problem. In contrast, an essay offers multiple perspectives on a research question in order to advance an argument. An essay can also explore how a particular concept or system has evolved, in order to explain how or why it operates in a particular way today. If you are not sure of the difference between a white paper and a research essay, do not panic, we will clarify in class. For helpful tips on writing a whitepaper, look here: <https://owl.english.purdue.edu/owl/resource/546/1/>

All sources are to be cited in the text of the essay or whitepaper, and your must also include complete list of references. Please use Harvard referencing: <https://student.unsw.edu.au/harvard-referencing>.

You will be assessed according to the following criteria:

- Ability to critically analyse and reflect on course content
- 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.

Submission of Assessment Tasks

Students are expected to put their **names** and **student numbers** on **every page** of their assignments. If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in SAM there will no longer be any hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course's moodle site with alternative submission details.

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 SAM 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 (found in Forms on SAM website) to the Course Authority before the due date.
- The Course Authority should respond to the request within two working days of the request.
- 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.

- 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.
- A student who misses an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- For more information, see the SAM 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://student.unsw.edu.au/special-consideration>

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.
- **Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- **Duplication ("self-plagiarism"):** 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/academic-integrity-plagiarism>), in the myUNSW student A-Z: Guide <https://student.unsw.edu.au/plagiarism> and in Appendix A of the Student Misconduct Procedure

(pdf- <https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>).

It is not permissible to buy essay/writing services from third parties as the use of such services constitutes plagiarism because it involves using the words or ideas of others and passing them off as your own. Further, it is not permissible to sell copies of lecture or tutorial notes as you do not own the rights to this intellectual property.

If you breach the *Student Code* with respect to academic integrity the University may take disciplinary action under the *Student Misconduct Procedure* (see above).

The Learning Centre also provides substantial educational 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.

Course schedule

This is a Blended Delivery subject, combining weekly online lectures (on Moodle), with four intensive workshops in Week 1, 4, 7 and 11, from 5-8pm, in Quadrangle G025. You MUST attend all 4 workshops in order to pass this subject. If you have a laptop or other internet-ready device, please bring it to class.
Lectures will be posted on Mondays by 6pm.

Week 1 (29 February):

Lecture (on Moodle) Course Introduction and overview

Essential reading:

Nicholson, M, Zion, L and Lowden, D (2011) A Profile of Australian Sports Journalists (Revisited) *Media International Australia, Incorporating Culture and Policy* No 140, August: 84-96.

Boyle, R (2006) Engaging with sports journalism: context and issues. in *Sports Journalism: Context and Issues*, London: Sage. pp. 7-29. (e-book available from UNSW Library)

Workshop One (2/3 March):

Workshop activities will include:

Introductions

Exercises ie sports interviewing & writing, issues in contemporary sport media

Introduction to group blogging assessment

Establishing basic Wordpress blogs in groups

Week Two (7 March):

Lecture (on Moodle) - Sports journalism and promotion: some critical reflections

Essential reading:

Boyle, R (2006) Sports journalism in a promotional age. in *Sports Journalism: Context and Issues*, London: Sage, pp. 102-127. (e-book available from UNSW Library)

Sugden, J & Tomlinson, A (2007) Stories from Planet Football and Sportsworld, *Journalism Practice*, 1(1): 44-61

Rowe, D (2013) 'On scandal after scandal, sports journalists drop the ball', *The Conversation*, Available at: <http://theconversation.com/on-scandal-after-scandal-sports-journalists-drop-the-ball-12251> Accessed January 27, 2014.

Week Three (14 March)

Lecture (on Moodle) - The business of sport

Essential reading:

Smith, A and Stewart, B (2010) The special features of sport: a critical revisit. *Sport Management Review* February: 1-13.

Hutchins, B and Rowe, D (2014) Television and the Internet. in *Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport*. London: Routledge, pp 20- 45.

Costa, A (2013) What's in a name: The real value of sponsorship, *Sports Business Insider Blog: Brand Sport* 23 July, Available at: <http://sportsbusinessinsider.com.au/news/category/sponsorship-and-marketing/whats-in-a-name-the-real-value-of-sponsorship/> Accessed 15 January, 2014.

Week Four (21 March)

Lecture (on Moodle) - Sport, politics and national identity

Essential reading:

Rowe, D. (2012) The bid, the lead-up, the event and the legacy: global cultural politics and hosting the Olympics, *The British Journal of Sociology* 63(2): 285 -305.

Cashman, R (2009). Asia's place in the imaging of Australian sport. *Sport and Society: Cultures, Commerce, Media, Politics* 12(6): 933-946.

Toohey, K and Taylor, T (2009) Sport in Australia: 'worth a shout'. *Sport and Society: Cultures, Commerce, Media, Politics* 12(7): 837-841.

Workshop Two (Week Four, 23/24 March)

Workshop activities include:

Group draft blog presentations and verbal feedback

**WE HAVE A 2 WEEK BREAK:
EASTER 25 March- 4 April + PG Reading Week (Week 5) 4-8 April**

Week Six (11 April)

Telling stories about athlete's abilities and disabilities

Essential reading:

Hardin, M and Hardin, B (2004) The "supercrip" in sport media: Wheelchair athletes discuss hegemony's disabled hero. *Sociology of Sport Online*, 7(1): 1-16.

Corrigan, T., et al. (2010) Discourses of the "too abled": Contested body hierarchies and the Oscar Pistorius case. *International Journal of Sport Communication* 3.3: 288-307.

Sparkes, A. (2004). Bodies, Narratives, Selves, and Autobiography: The Example of Lance Armstrong. *Journal of Sport & Social Issues* 28.4: 397-428.

SPORTS BLOG PORTFOLIO ASSESSMENTS DUE TODAY, 5pm

Week 7 (18 April)

Sport, sexuality and gender

Essential reading:

Kian, E, Anderson, E, Vincent, J, Murray, R (2013) Sport journalists' views on gay men in sport, society, and within sport media. *International Review for the Sociology of Sport* October (pre-print) <http://irs.sagepub.com/content/early/2013/10/01/1012690213504101>

Caple, H, Greenwood, K, Lumby, C (2011) In what league? The representation of female athletes in Australian television coverage. *Media International Australia, incorporating Culture & Policy* (140): 137-146.

Boyle, R (2006) 'Gendered Sport? Gendered Sports Journalism?' in *Sports Journalism: Context and Issues*, London: Sage pp 144-159. (e-book access via UNSW Library)

Workshop Three (Week 7, 20/21 April)

Research essay/white paper planning workshop

Week 8 (26 April – Monday is a public holiday)

Sport and celebrity

Essential reading:

Jackson, S and Andrews, DL (2012) Olympic celebrity – introduction. *Celebrity Studies*, 3(3): 263-269.

Gilmour, C and Rowe, D. (2010) When Becks came to Sydney: multiple readings of a sport celebrity. *Soccer & Society* 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'. *Public Relations Review* 34(2): 176-182.

Week 9 (2 May)

Sporting scandal: crisis communication vs community engagement

Essential reading:

Lewis, R. and Kitchin, P (2010) 'Sport in the community' in Hopwood, M, Kitchin, P and Skinner J (eds). *Sport public relations and communication*. Sydney: Butterworth-Heinemann, pp. 87-104. (e-book access via UNSW Library)

Albury, K, Carmody, M, Evers, C and Lumby, C, (2011) Playing by the rules: researching, teaching and learning sexual ethics with young men in the Australian National Rugby League. *Sex Education*, 11(3): 339-351.

Dimitrov, R., 2008. Gender violence, fan activism and public relations in sport: The case of "Footy Fans Against Sexual Assault". *Public Relations Review*, 34(2): 90-98.

Week 10 (9 May)

Sporting fan cultures and fan media

Essential reading:

Bicknell, K (2011) Sport, Entertainment and the Live(d) Experience of Cheering. *Popular Entertainment Studies* 2(1): 96- 111.

Hopwood, M (2010) The Public Relations Role of Fans and Supporter Groups Hopwood, M, Kitchin, P and Skinner J (eds). *Sport public relations and communication*. Sydney: Butterworth-Heinemann pp 139-152. (e-book access via UNSW Library)

Hutchins, B and Rowe, D (2014) Online Crowds and Fandom in *Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport*. London: Routledge. pp 100- 124 (e-book, access via UNSW Library)

Week 11 (16 May)

Sport, media industries and globalisation

Essential reading:

Hutchins, B (2011) 'The acceleration of media sport culture: Twitter, telepresence and online messaging', *Information, Communication & Society* 14(2) 237-257

Hutchins, B and Rowe, D (2014) 'Networked Media Sport' in *Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport*. London: Routledge pp 125- 150 (e-book, access via UNSW Library)

Workshop Four (Week 11 18/19 May)

Research essay/white paper work-in-progress presentations and reflective journal troubleshooting.

REFLECTIVE JOURNAL DUE FRIDAY 20 May, 5pm

Week 12 (23 May)

New media cultures, new sport media business models?

Essential Reading:

Hutchins, B and Rowe, D (2014) Computer Games and the Re-fashioning of Media Sport in *Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport*. London: Routledge. pp 125- 150 (e-book, access via UNSW Library)

Dowling, D, and Travis V (2014) Can We “Snowfall” This? Digital longform and the race for the tablet market. *Digital Journalism* ahead-of-print: 1-16.

<http://dx.doi.org/10.1080/21670811.2014.930250>

C-Scott, M. (2014) ‘New Gadgets and Gimmicks Keep Us Watching Sport Live on TV’, *The Conversation*. Available at:

<http://theconversation.com/new-gadgets-and-gimmicks-to-keep-us-watching-sport-live-on-tv-36138>

(accessed January 29, 2015).

Week 13 (30 May)

Conclusions and future directions

Essential Reading:

Boyle, Raymond (2006) Conclusion: Sport, journalism and society in *Sports journalism: context and issues* London/Thousand Oaks/New Delhi: Sage Publications pp 177- 183 (e-book, access via UNSW Library)

Hutchins, B and Rowe, D (2014) Sports Journalism: Convergence and a Leaking Craft in *Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport*. London: Routledge. pp 125- 150 (e-book, access via UNSW Library)

Thorpe, H and Wheaton, B (2011) ‘Generation X Games’, action sports and the Olympic Movement: understanding the cultural politics of incorporation. *Sociology*, 45(5): 830-847.

FINAL RESEARCH ESSAY/WHITE PAPER DUE TODAY, 5pm

Prescribed Resources

Note: all prescribed resources are e-books available from the UNSW library

Boyle, R (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.

Hutchins, B and Rowe, . (2014) *Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport*. London: Routledge

Recommended Resources

Links to relevant resources will be posted in Moodle.

Other recommended resources include:

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

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

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

Course evaluation and development

Feedback will be sought via CATEI, and through a brief in-class evaluation in Week 7. Previous evaluations of this subject have resulted in significant changes to course delivery and assessments.