



Faculty of Arts
& Social Sciences

School of the Arts and Media

MDIA 5005

Sport Media and Culture

Session 1, 2015

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Staff Contact Details

Position	Name	Email	Availability; times and location	Phone
Convenor	Associate Professor Kath Albury	k.albury@unsw.edu.au I will reply to student emails during regular working hours (ie Mon-Fri, 9am-6pm). Please put 'MDIA5005' in the subject line of your email to make sure I don't miss it!	Monday 4.30-5.30pm, Wednesday 4.40-5.30 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	N/A			

School of the Arts and Media Contact Information

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 (Kath Albury). 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://www.arts.unsw.edu.au/current-students/academic-information/protocols-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 media; gender in sports and sports media; sports branding, promotion and marketing; and research and interview techniques for sports writing.
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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 culture 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 culture.

Student learning outcomes

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

- 1) Demonstrate a critical understanding of sport media and culture.
- 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 four intensive workshops in Week 1, 4, 7 and 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	Friday 29 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	Thursday April 2
3) Research Essay	2000 words	35%	1, 2, 3	1, 2,3	Friday 5 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: Friday 29 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 Lectures and Workshops. You will be given time to discuss your journals in class in Week 7.

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: Thursday April 2

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 (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.

Specific 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 theme: 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 (Individual Project)

Weight: 35%

Length: 2000 words

Due: Tuesday 10 June

This essay 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 particular 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).

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 FASS.

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://www.arts.unsw.edu.au/current-students/academic-information/protocols-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.
- 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.
- The Course Authority advises their decision through the online extension tool.
- 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://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.
- **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 Student Information website (<https://student.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>).

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: Introduction and overview	2 March	Moodle	<p>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 http://search.informit.com.au/documentSummary;dn=345711444148529;res=IELLCC</p> <p>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)</p>
Workshop 1 (Week 1, 5-8pm)	4/5 March		<p>Workshop activities will include:</p> <p>Introductions Exercises ie sports interviewing & writing, issues in contemporary sport media Introduction to group blogging assessment Establishing basic Wordpress blogs in groups</p> <p>If you have a laptop or other internet-ready device, please bring it to class.</p>
Week 2: Sports journalism and promotion: some critical reflections	9 March	Moodle	<p>Boyle, R (2006) 'Sports journalism in a promotional age' in <i>Sports Journalism: Context and Issues</i>, London: Sage pp 102-127 (e-book available from UNSW Library)</p> <p>Sugden, J. & Tomlinson, A. (2007). 'Stories from Planet Football and Sportsworld', <i>Journalism Practice</i>, 1:1, 44-61, DOI: http://dx.doi.org/10.1080/17512780601078860</p> <p>Rowe, D. (2013) 'On scandal after scandal, sports journalists drop the ball', <i>The Conversation</i>, http://theconversation.com/on-scandal-after-scandal-sports-journalists-drop-the-ball-12251</p>
Week 3 Sport as business	16 March	Moodle	<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>Hutchins, B. and Rowe, D. (2014) Chapter 2 'Television and the Internet' in <i>Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport</i>. London: Routledge pp 20- 45</p>

			Costa, A (2013) 'What's in a name: The real value of sponsorship', <i>Sports Business Insider Blog: Brand Sport</i> 23 July, http://sportsbusinessinsider.com.au/news/category/sponsorship-and-marketing/whats-in-a-name-the-real-value-of-sponsorship/
Week 4 Sport, politics and national identity	23 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
Workshop 2 (Week 4, 5-8pm)	25-26 March		Workshop activities include: Group blog presentations and feedback We will also set time aside to do some final work on your blogs (due Monday 30 March, 4pm)
Week 5 Telling stories about athlete's bodies and minds	30 March	Moodle	Phoenix, C., and Sparkes, A. (2007). 'Sporting bodies, ageing, narrative mapping and young team athletes: An analysis of possible selves.' <i>Sport, education and society</i> 12.1: 1-17. Corrigan, T., et al. "Discourses of the "too abled": Contested body hierarchies and the Oscar Pistorius case." <i>International Journal of Sport Communication</i> 3.3 (2010): 288-307. Sparkes, A. (2004). 'Bodies, Narratives, Selves, and Autobiography: The Example of Lance Armstrong'. <i>Journal of Sport & Social issues</i> 28.4: 397-428.
UNSW BREAK PG READING WEEK (wk 6)			3 April – 10 April (no classes) 13 April – 17 April (no classes)
Week 7 Sport, sexuality and gender	20 April		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) http://irs.sagepub.com/content/early/2013/10/01/1012690213504101

			<p>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 & Policy</i> (140), 137-146</p> <p>Boyle, R (2006) 'Gendered Sport? Gendered Sports Journalism?' in <i>Sports Journalism: Context and Issues</i>, London: Sage pp 144-159 (e-book access via UNSW Library)</p>
Workshop 3 (Week 7)	22/23 April	Moodle	<p>Blog feedback, Research essay planning workshop, Research skills workshop Informal course evaluation</p>
Week 8 Sport and celebrity culture	27 April	Moodle	<p>Gilmour, C and Rowe, D. (2010). When Becks came to Sydney: multiple readings of a sport celebrity, <i>Soccer & Society</i> 11 (3) 229-241</p> <p>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 http://www.sciencedirect.com/science/article/pii/S036381110800026X</p>
Week 9 Sports scandal: crisis communication vs social responsibility	5 May	Moodle	<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> <p>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)</p>
Week 10 Sporting fan cultures and fan media	11 May	Moodle	<p>Bicknell, K (2011) 'Sport, Entertainment and the Live(d) Experience of Cheering', <i>Popular Entertainment Studies</i>, 2(1) pp96- 111 https://novoajs.newcastle.edu.au/ojs/index.php/pes/article/view/35/27</p> <p>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)</p> <p>Hutchins, B. and Rowe, D. (2014). Chapter 5 'Online Crowds and Fandom' in <i>Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport</i>. London: Routledge pp 100- 124 (e-book, access via UNSW Library)</p>

Week 11 Sport, media industries and globalization	18 May	Moodle	<p>Hutchins, B. (2011) 'The acceleration of media sport culture: Twitter, telepresence and online messaging', <i>Information, Communication & Society</i> 14(2) 237-257</p> <p>Hutchins, B. and Rowe, D. (2014) Chapter 3, 'Networked Media Sport' in <i>Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport</i>. London: Routledge pp 125- 150 (e-book, access via UNSW Library)</p>
Week 12 New media cultures, new sport media?	25 May		<p>Hutchins, B. and Rowe, D. (2014) Chapter 7, 'Computer Games and the Re-fashioning of Media Sport' in <i>Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport</i>. London: Routledge pp 125-150 (e-book, access via UNSW Library)</p> <p>Dowling, David, and Travis Vogan. "Can We "Snowfall" This? Digital longform and the race for the tablet market." <i>Digital Journalism</i> ahead-of-print (2014): 1-16. http://dx.doi.org/10.1080/21670811.2014.930250</p> <p>C-Scott, M. (2014) 'New Gadgets and Gimmicks Keep Us Watching Sport Live on TV', <i>The Conversation</i> http://theconversation.com/new-gadgets-and-gimmicks-to-keep-us-watching-sport-live-on-tv-36138</p>
Workshop 4 (Week 12)	27/28 May		<p>Journal feedback</p> <p>Final Research Essay workshop</p> <p>Sport media 'product' brainstorm & pitching activity</p>
Week 13 Conclusions and future directions	2 June	Moodle	<p>Boyle, Raymond (2006) 'Conclusion: Sport, journalism and society' in <i>Sports journalism: context and issues</i> London/Thousand Oaks/New Delhi: Sage Publications pp 177- 183 (e-book, access via UNSW Library)</p> <p>Hutchins, B. and Rowe, D. (2014) Chapter 6, 'Sports Journalism: Convergence and a Leaking Craft' in <i>Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport</i>. London: Routledge pp 125- 150 (e-book, access via UNSW Library)</p>

Recommended E-Books (access via UNSW Library catalogue)

Boyle, R. (2006) *Sports journalism: context and issues* London/Thousand Oaks/New Delhi: Sage Publications. (Note: this is a key text for this course).

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

Hutchins, B. and Rowe, D. (2014) *Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport*. London: Routledge (Note: this is a key text for this course).

Other Recommended Resources

Links to relevant resources will be posted in Moodle.

Other Recommended Books

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.
