SPORT SCIENCE & MANAGEMENT
SS3614 SPORT MEDIA AND COMMUNICATION

Academic Year	2019/20	**Semester**	1
Course Coordinator			
Course Code	SS3614		
Course Title	Sport Media and Communication		
Pre-requisites	None required		
No of AUs	3		
Contact Hours	Total hours: 39 Lecture: 26 Tutorial: 13		

Course Aims

The course introduces you the sport industry's multifaceted segment of sport communication through the media. The course includes communication theories, research articles in relevant disciplines and industrial insights and practice to explain the ways where individuals, media outlets, and sport managers to create and deliver messages to their target audiences. Further discussion focuses on the current issues in sport communication and media.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Explain the basic concepts of communication theory
2. Describe the history and growth of sport media.
3. Apply communication principles to specific issues encountered as managers in sport settings
4. Explain the social roles that sport media play in Singaporean and global society.
5. Utilise media in ways to make sport organisations more competitive.
6. Conduct basic research in sport communication and media.

Course Content

1. Study of Sport Communication and Media and Career Opportunities
2. The Development and Growth of Sport Media
3. Sport Mass Media
4. Digital, Mobile, and Social Media in Sport
5. Integrated Marketing Communication in Sport
6. Research in Sport Communication and Media
7. Sociological Aspect of Sport Communication and Media
8. Legal Issue in Sport Communication and Media
9. Media and Mega Sport Events
10. Sport Media Audiences
11. Globalisation and Sport Media
12. Disability Sports and Media

Assessment (includes both continuous and summative assessment)

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment rubrics
1. Individual Assignments	1, 3, 4, 6	A1, A2, B1, B2, D1, E1	40%	Individual	Appendix 1
2. Group Project	1, 3, 5, 6	A1, A3, B1, B2, C1, C2, D1, E1	30%	Team	Appendix 2
3. Participation	1-6	C1, E1	10%	Individual	Appendix 3
4. Class Tests	1-6	A1, A2, B1	20%	Individual	
Total			100%		

Graduates of the SSM programme should show:

Competence	
A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services
Creativity	
B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace

B2: {Analytical Thinking}	critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	connect the subfields of sport science and sport management to tackle problems
B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
Communication	
C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
Civic-Mindedness	
D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
Character	
E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

Formative feedback

Feedback for learning will be verbal provided during each in-class discussion and tutorial session where you have the opportunity to reflect the depth and width of your thinking and learning. Generic verbal and written feedback will be provided to the class for the individual assignment, group project and examination.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	Lectures will provide information for key learning concepts and theories and support understanding of key concepts
Tutorial	Tutorials will: - Give hands-on practical learning to support key theories and information provided in class - Provide tasks for you to utilise what they recently learned to solve specific problems. - Give space and time for small group activities and discussions to allow you to assimilate the content and for sharing learning Allow opportunity for verbal feedback from instructor to you on discussion results and theory application
Online Learning	Time will be given for learning from online materials as a part of flip teaching approach. These materials will support key concepts covered in lectures and tutorials.

Reading and References

Required Textbook

Pedersen, P. M., Laucella, P., Kian, E., & Geurin, A. (2016). *Strategic Sport Communication* (2nd Eds). Champaign, IL: Human Kinetics.

Suggested Textbooks

Billings, A. C. (Eds). (2013). *Sports Media: Transformation, Integration, Consumption*. New York: Routledge.

Hundley, H. L. & Billings, A. C. (Eds). (2010). *Examining Identity in Sports Media*. Thousand Oaks, CA: Sage.

Raney, A. A. & Bryant, J. (Eds). (2006). *Handbook of Sports and Media*. Lawrence Erlbaum Associates.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all lecture and tutorial classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. You are expected to participate in all discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

(4) Policy for Late Assignment

1. All assignments should be emailed prior the scheduled due date/time.
2. Any assignment not submitted on time will be considered late. For each day that an assignment is late, **20%** will be deducted from the overall point total for a given assignment.
3. The first **20%** deduction will be taken on the day an assignment is due. Deductions will be taken for each calendar day that an assignment is not turned in, and will continue until the assignment is submitted or the possible point total reaches zero.
4. Students that have an excused absence that is university or work related for the date an assignment is due are responsible for making the necessary arrangements with the instructor for submitting the assignment **prior to** their absence.
5. Excused absences that are emergent in nature must be documented upon a student's return to class in order to make arrangements for submitting an assignment after the due date.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and laboratories because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

Course Instructors

Instructor	Office Location	Phone	Email

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Study of Sport Communication and Media and Career Opportunities	LO1	Chapter 1 & 2
2	History, Development, and Growth of Sport Media	LO2	Chapter 3
3	Sport Mass Media	LO 3, 4, 5	Chapter 7
4	Digital, Mobile, and Social Media in Sport	LO 3, 4, 5	Chapter 8
5	Integrated Marketing Communication in Sport	LO 3, 4, 5	Chapter 9
6	Research in Sport Communication and Media	LO 5	Chapter 11
7	Sociological Aspect of Sport Communication and Media	LO 3, 4, 5, 6	Chapter 12
8	Mid-term		
9	Legal Issue in Sport Communication and Media	LO 3, 5, 6	Chapter 13
10	Media and Mega Sport Events	LO 3, 4, 5, 6	Supplement Readings
11	Sport Media Audience	LO 3, 4, 5, 6	Supplement Readings
12	Globalisation and Sport Media	LO 3, 4, 5, 6	Supplement Readings
13	Disability Sports and Media	LO 3, 4, 5, 6	Supplement Readings

Appendix 1: Assessment Criteria for Individual Assignment: Sport Media Literature Review and/or Media Production Criticism Assignment
The assessable components include the following:

<u>Assessment Rubrics</u>

Assessment Components	Level 1	Level 2	Level 3	Level 4
Salient points of literature (60%)	Review of salient points is incomplete. Major issues are ignored.	Provides an unclear review. There are vague linkage among information and question under consideration.	Provides an acceptable and relevant review. There are appropriate linkage among information and question under consideration.	Provides a thorough review. There are clear linkage among information and question under consideration.
Conclusion of literature review (15%)	Draws conclusions which are not justified.	Draws less relevant conclusions from the articles and communicate is not connected from the conclusion to the topic	Draws acceptable conclusions from the articles and communicate an appropriate path from the conclusion to the topic	Draws sound conclusions from the articles and communicate a logical path from the from the conclusion to the topic
Application of the review findings (25%)	Applications for practice are absent or illogical	Applications for practice are included but lack of relevance or clarity	Applications for practice are somewhat logical, relevant and clear	Applications for practice are logical, relevant, and clear
Total (100%)				

Appendix 2: Assessment Criteria for Group Project: Video Production Project

The assessable components include the following:

Note: Each group member's score may vary according to observations, the group feedback, and individual's contribution to the group's final product and one another's learning.

<u>Assessment Rubrics</u>

Assessment Components		Level 1	Level 2	Level 3	Level 4
Content of Video (30%)		Provides little discussion on the issue. The content lacks ethical consideration. Demonstrate a weak understanding of the critical content of the issue	Provides a limited level of discussion on the issue. The content is with errors regarding the ethics. Demonstrate a basic understanding of the critical content of the issue	Provides an acceptable level of discussion on the issue. The content is ethical and appropriate. Demonstrate a good understanding of the critical content of the issue.	Provides in-depth and thorough discussion on the issue. The content is very ethical and appropriate. Demonstrate a very good understanding of the critical content of the issue.
Production of Video (30%)		Little use of relevant technology to plan, produce, and present.	Some use of video editing technology to plan, produce and present the work.	Good use of video editing technology to plan, produce and present the work.	Uses relevant video editing technology very well to plan, produce and present the work.
Presentation (25%)		The presentation is difficult to understand, lacking of preparation and professionalism.	Presentation is not clear at times and the pace needs to be adjusted.	Presentation is mostly clear and the pace is mostly appropriate.	Presentation is clear and the pace is appropriate.
Individual Contribution**	Effort (5%)	Little or no evidence of preparation; no effort shown	Minimal preparation; superficial knowledge of resources; minimal effort	Fully prepared; completed all agreed tasks; competent, but not extraordinary	Produced additional resources for the group; extraordinary effort demonstrated
	Attitude (5%)	Disparaging; negative, withdrawn or belligerent; absent	Neutral; neither encouraging nor discouraging; disinterested in the performance of others	Positive; supportive; mostly constructive and upbeat	Exceptionally positive and constructive; encourages other group members

	Contribution (5%)	Poor quality; little, if any, contribution to group goals	Poor quality work; substantive errors; much revision and editing is required	Good quality work; few revisions or additions are necessary	Outstanding contribution; above-and-beyond; work is excellent in form and substance
Total (100%)					

Group Evaluation

Group Member	Effort	Attitude	Contribution	Total
Comments (optional):				

**Two peer assessments for each group member's contribution. The first peer assessment will be done at half-way of the project. The other one will be done at the end of the project

Appendix 3: Assessment Criteria for Class Participation

The assessable components include the following:

Assessment Rubrics

CLASS PARTICIPATION

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Class Participation (10)	Participates actively in class, demonstrating a deep understanding of the content.	Participates actively in class, demonstrating a good understanding of the content.	There is some participation during class, demonstrating an adequate understanding of the content.	There is little participation in class.	There is an absence of any participation in class.