

Term Information

Effective Term Spring 2020

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

To be able to offer some sections of this course online, 100% at a distance.

What is the rationale for the proposed change(s)?

To offer more flexibility for our majors and non-majors interested in taking this course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None. No program requirements will be added or removed.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Communication
Fiscal Unit/Academic Org	School Of Communication - D0744
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3415
Course Title	Sports, Mass Media & Society
Transcript Abbreviation	Sport Media & Soc
Course Description	Sports communication is a growing area of study within the communication discipline, as scholars recognize the increasingly important role media play in conveying and shaping sports and society. This course will examine the intersection of sports, society, and the media, by exploring historical and current issues in sports that shape our ideas, perspectives, and assumptions about U.S.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 09.0906
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Identify and understand how media coverage of sports shapes society and the importance and value people place on specific political/social issues, as well as public opinion and public conversation via social and traditional media
- Understand and apply social-scientific communication theories to predict and explain sports communication phenomena
- Identify and understand societal issues present in sports, and evaluate how these issues impact the way we understand sports and the world around us
- Identify potential inequities in sports journalism reporting and coverage of marginalized groups
- Explain how mediated intergroup interaction through sports media impacts attitudes and perceptions of outgroup members
- Understand how strategic communication message elements are used for branding and promotion of athletes, teams, and businesses
- Engage in mediated interactions (via readings, videos, social media) with members of different cultural or social groups to better understand how to effectively communicate across groups

Content Topic List

- The role of communication and the media
 - Mediated interracial interaction and sports media
 - How the Media contextualize race and social justice issues in sports
 - Gender inequity and media coverage of women in sports
 - Sports media exposure and the effects on women's body image
 - A day in the life of an athlete: the role of perspective-taking
 - Media coverage of domestic abuse in sports
 - Media's role in the national conversation about sexuality and sports
 - Media reporting of physical and mental health in sports
 - Sports communication, marketing and branding
 - Social media and sports
 - Ethics and social responsibility
- No

Sought Concurrence

Attachments

- Appiah - Sports Mass Media and Society Syllabus 2-06-19.doc: Approved in-class syllabus
(Syllabus. Owner: Butte,Kylie M.)
- Communication 3415 ASC Technical Checklist.pdf: ASC Technical Checklist
(Other Supporting Documentation. Owner: Butte,Kylie M.)
- Concurrence.pdf
(Concurrence. Owner: Butte,Kylie M.)
- Communication Curriculum Map updated Jan 2018.docx: Communication Curriculum Map
(Other Supporting Documentation. Owner: Butte,Kylie M.)
- Comm 3415 Sports Mass Media and Society Online - 10-9-19.doc: Updated proposed online syllabus
(Syllabus. Owner: Butte,Kylie M.)

Comments

- Resubmitted with revised syllabus per the contingencies and recommendation of the ASC Curriculum Committee. *(by Butte,Kylie M. on 10/10/2019 08:26 AM)*
- See email feedback sent on 9-24-19. *(by Vankeerbergen,Bernadette Chantal on 09/24/2019 09:47 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	08/22/2019 09:11 AM	Submitted for Approval
Approved	Butte,Kylie M.	08/22/2019 09:20 AM	Unit Approval
Approved	Haddad,Deborah Moore	08/22/2019 09:25 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/24/2019 09:48 AM	ASCCAO Approval
Submitted	Butte,Kylie M.	10/10/2019 08:26 AM	Submitted for Approval
Approved	Slater,Michael D	10/10/2019 09:57 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/10/2019 10:03 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/10/2019 10:03 AM	ASCCAO Approval

**SPORTS, MASS MEDIA & SOCIETY
(COMM 3415)—ONLINE
Spring 2020**

Instructor Osei Appiah, Ph.D. Office: 3050 Derby Hall, 614-247-7724
 appiah.2@osu.edu Office Hours: TTH 10:00 PM – 12:00 PM

REQUIRED READINGS

Required readings are available on Carmen. Assigned materials should be read before each class meeting. The class lectures will generally interpret, demonstrate, and extend the information and ideas in the readings.

COURSE DESCRIPTION

Catalog Description: Sports communication is a growing area of study within the communication discipline, as scholars recognize the increasingly important role media play in conveying and shaping sports and society. This course will examine the intersection of sports, society, and the media, by exploring historical and current issues in sports that shape our ideas, perspectives, and assumptions about the U.S.

The course will use an empirical social-scientific perspective to better understand sports' impact on society, as well as the role media coverage of sports plays as a vehicle to report on and communicate about important societal issues. The course will place special emphasis on how audiences psychologically respond to, and are affected by, strategic communication messages embedded in sports media. This course will be delivered entirely online through Carmen.

COURSE OUTCOMES AND OBJECTIVES

1. Identify and understand how media coverage of sports shapes society and the importance and value people place on specific political/social issues, as well as public opinion and public conversation via social and traditional media
2. Understand and apply social-scientific communication theories including agenda-setting, framing, cultivation theory, communication accommodation theory, mediated intergroup contact theory, and cultural voyeurism - to predict and explain sports communication phenomena
3. Identify and understand societal issues present in sports, and evaluate how these issues impact the way we understand sports and the world around us
4. Identify potential inequities in sports journalism reporting and coverage of marginalized groups
5. Explain how mediated intergroup interaction through sports media impacts attitudes and perceptions of outgroup members
6. Understand how strategic communication message elements are used for branding and promotion of athletes, teams, and businesses
7. Engage in mediated interactions (via readings, videos, social media) with members of different cultural or social groups to better understand how to effectively communicate across groups

CLASS GRADING/REQUIREMENTS

1. **Syllabus Quiz** (1%) consists of a short knowledge test covering the syllabus.
2. **Midterm** (25%) will consist of multiple choice and short answer questions
3. **Online Discussions/Comments** (24%) students will provide feedback and responses to questions from lectures and other class activities.
4. **Paper or Video Project** (25%). Students will complete EITHER a video project or class paper as described below:
 - a. **Paper** addressing a specific sports communication topic. The paper should be 6 double-spaced pages and include at least 5 different references from the course syllabus. Paper should be primarily based on course readings and lectures. Theories, literature, and other information from the course must be used to support paper arguments! APA Style format.
OR
 - b. **Video Project** where students create a short 15 minute documentary similar to and inspired by the ESPN 30 for 30 documentary series, which highlights intriguing and controversial people and/or events in sports. This video project will focus on a specific issue from the course. Can be done in groups with instructor's approval. Feel free to use whatever video software/hardware (e.g., iPad, video camera, etc.) you like to complete this project. Below are a few software options you can consider:
 - i. [Adobe Spark](#) is available for download on the Digital Flagship iPad. It is also available to use for free with your own personal device.
 - ii. [Powerpoint Mix](#) is available with your free student version of Powerpoint online. This works on PC only.
 - iii. [Explain Everything](#) comes available to download with the Digital Flagship iPad. [This tutorial](#) is intended for instructors, but will also help you to record your presentation.
 - iv. There are a number of other free resources online, such as [Screencast-o-matic](#). Find the resource that works best for you.
5. **Final Exam** (25%) will consist of multiple choice questions

Approximate Grade Breakdown			
A = 100-93%	B = 86-83%	C = 76-73%	D = 66-63%
A- = 92-90%	B- = 82-80%	C- = 72-70%	E = 62-0%
B+ = 89-87%	C+ = 79-77%	D+ = 69-67%	

COURSE EXPECTATIONS & GUIDELINES

Faculty Feedback and Response:

The instructor and/or TA will respond to all emails and the Course Q&A discussion board within 24 hours on weekdays. Assignments should be graded and returned within 7-10 days of submission.

Late Assignments:

A 2 hour grace period is given for each assignment to ease any technology or personal issues that may arise. Late submissions for assignments will not incur a penalty during the grace period, but will incur a 30% penalty each day the submission is late. The first day begins one minute after the grace period has ended, with an automatic loss of 30% of the points. Please do not email your paper to the professor or to the TA. We will open the assignment window for you so that you can upload it for the plagiarism check. It will not be counted as submitted until you have submitted it to Carmen.

You must have a medical excuse or a note from Carmen/Canvas staff documenting an actual Carmen/Canvas problem that would have affected your submission to have a paper or post accepted with no penalty after the assignment period closes.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Writing Center

All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865. The Writing Center offers two kinds of tutorials: 1) Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall)

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our

School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

This classroom is a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with

Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

TECHNOLOGY GUIDELINES

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit Carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
 - [Carmen accessibility](#)
- **Secured Media Library:**
 - Media materials for this course will be made available via the Secured Media Library. go.osu.edu/SecuredMediaLibrary
 - To obtain additional help for use of the Secured Media Library, please email emedial@osu.edu
 - Frequently Asked Questions and support can be found at <https://resourcecenter.odee.osu.edu/secured-media-library>
- **Proctorio**

"Proctorio, an online proctoring tool, will be used during this course. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you must be **over 18 years of age**. Additionally, the tool has **limitations in its accessibility** for students reliant upon screen readers and keyboard navigation. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available."

- **Zoom**
 - Office hours will be held through Ohio State’s conferencing platform, Zoom. A separate guide to accessing Zoom and our office hours is posted on the course Carmen page under the Student Resources Module.
 - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Zoom for the student to live chat with the professor or TA in the virtual office hours room.
 - Help guides on the use of Zoom can be found at [\(To be added when available through ODEE\)](#)
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuism.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

STUDENT PARTICIPATION REQUIREMENTS

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Viewing lectures: TWO TIMES PER WEEK**
Recorded lectures and supplemental lecture materials will be posted to the module one to two times per week. The complete listing for the week will be found in the weekly overview. More than one lecture may appear in the upload. The videos are short to provide the most optimal viewing experience and to increase attention and engagement. Watch a lecture, take a break, come back to the next. The lectures should be viewed within 24 hours of posting to be sure you are up to date with the course materials.
- **Office hours:**

We are available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to the “Course Q&A” discussion board. Office hours are digital via Carmen Connect.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Discussion Guidelines:** A document outlining guidelines for successful participation in blog posts can be found in the Welcome Module for this course.

DISCLAIMER

The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified via email, and/or on Carmen Announcements if and when any changes occur.

<p>Week 1 January 6</p>	<p style="text-align: center;">I. Introduction, Overview of Course and Syllabus</p> <p style="text-align: center;">II. The Role of Communication and the Media</p> <p><i>Understanding social scientific communication theories and how to apply them to predict and explain sports media reporting, message content and their impact on audiences.</i></p> <p>Scheufele, D. A. & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. <i>Journal of Communication</i>, 57(1), 9-20.</p> <p>Tankard, J. (2001). The empirical approach to the study of media framing. In S. Reese, O. Gandy, & A. Grant (Eds.), <i>Framing public life</i> (pp. 95–106). Mahwah, NJ: Erlbaum.</p> <p>Rowe, D. (2004). Understanding sport and media: A Socio-historical Approach, pp. 11 – 35 (Rowe). In D. Rowe’s <i>Sport, Culture, & Media: The Unruly Trinity</i>. Berkshire, England: McGraw-Hill</p> <p>Stead, D. (2010). Sport and the media. In B. Houlihan (Ed.), <i>Sport and society: A student introduction</i> (pp. 328-347). London: SAGE Publications Ltd.</p> <p>Fridkin, K., Wintersieck, A., Courey, J., & Thompson, J. (2017). Race and police brutality: The importance of media framing. <i>International Journal of Communication</i>, 11, 3394-3414.</p>
<p>Week 2 January 13</p>	<p style="text-align: center;">III. Mediated Interracial Interaction and Sports Media</p> <p><i>How does interracial interaction through sports media impact our understanding of race and racial groups?</i></p> <p>Appiah, O. (2018). Cultural Voyeurism: A New Framework for Understanding Race, Ethnicity, and Mediated Intergroup Interaction. <i>Journal of Communication</i>, 68, 233-242.</p> <p>Park, S. (2012). Mediated intergroup contact: Concept, explication, synthesis, and application. <i>Mass Communication and Society</i> 15: 136-59.</p> <p>Pettigrew, T. F., & Tropp, L. R. (2008). How does intergroup contact reduce prejudice? Meta analytic tests of three mediators. <i>European Journal of Social Psychology</i> 38: 922-34.</p> <p>Van Sterkenburg, J., Knoppers, A., & De Leeuw, S. (2010). Race, ethnicity, and content analysis of the sports media: A critical reflection. <i>Media, Culture & Society</i>, 32(5), 819-839.</p> <p>Oates, T. P. (2016). Race, economics, and the shifting politics of sport media. <i>Radical History Review</i>, (125), 159-167.</p> <p>Breaking Sports. (2016, Oct 11). A Conversation with the president: Sports, race & achievement. <i>Breaking Sports</i> Retrieved November 07, 2017, from https://www.youtube.com/watch?v=tqldHEYn1H4</p>

<p>Week 3 January 20</p>	<p style="text-align: center;">IV. How the Media Contextualize Race and Social Justice Issues in Sports</p> <p><i>Sports media is becoming an increasingly important source of information about race and social justice issues. What is the significance of context, and what are the potential implications/consequences of failing to contextualize social issues when reporting on them?</i></p> <p>Carvalho, J. (2014, October 03). Sports media is still racist against black athletes. <i>Vice Sports</i>. Retrieved November 07, 2017, from https://sports.vice.com/en_us/article/4x987d/sports-media-is-still-racist-against-black-athletes</p> <p>O’Neal, L. (2016, September 1). Kaepernick saga raises questions about the media. <i>ESPN The Undeclared</i>. Retrieved December 04, 2018, from https://theundefeated.com/features/kaepernick-saga-raises-questions-about-the-media-diversity/</p> <p>Piquero, A. R., Piquero, N., L., & Intravia, J. (2017, November 10). Opinions about NFL Anthem Protests are divided down racial lines. <i>Dallas Morning News</i>. Retrieved November 15, 2017, from https://www.dallasnews.com/opinion/commentary/2017/11/13/opinions-nfl-anthem-protests-divided-racial-lines.</p> <p>O’Brien, J. (2014, August 14). <i>Social justice through sport. TEDx Talks Dubuque</i>. Retrieved November 07, 2017, from https://www.youtube.com/watch?v=53z3hsMIOA8</p> <p>Eastman, T. S., Billings, C. A. (2001). Biased voices of sports: Racial and gender stereotyping in college basketball announcing. <i>The Howard Journal of Communications</i>, 12. 183-201.</p> <p>Bimper Jr, A. Y., & Harrison Jr, L. (2017). Are we committed to issues of race? Institutional integrity across intercollegiate athletics. <i>International Review For The Sociology Of Sport</i>, 52(6), 675-692.</p>
<p>Week 4 January 27</p>	<p style="text-align: center;">V. Gender Inequity and Media Coverage of Women in Sports</p> <p><i>Gender inequality and inequities persists in sports. How does media coverage of women in sports contribute to or detract from the problem?</i></p> <p>Mastro, D., Seate, A. A., Blecha, E., & Gallegos, M. (2012). The Wide World of Sports reporting: The influence of gender and race-based expectations on evaluations of sports reporters. <i>Journalism & Mass Communication Quarterly</i>, 89 (3), 458-474.</p> <p>Trolan, E. J. (2013). The Impact of the media on gender inequality within sport. <i>Procedia - Social and Behavioral Sciences</i>, 91, 215-227.</p> <p>Kroh, K. (2015, June 12). Sports Center’s shameful coverage of women’s sports, <i>ThinkProgress</i>, Jun 12, 2015. https://thinkprogress.org/sportscenters-shameful-coverage-of-women-s-sports-44f532355497/</p> <p>Walters, J. (2016, April 1). Taking a closer look at the gender pay gap in sports. <i>Newsweek</i>, April 1, 2016. Retrieved November 15, 2017 from http://www.newsweek.com/womens-soccer-suit-underscores-sports-gender-pay-gap-443137</p>

<p>Week 5 February 3</p>	<p>Slayton, C. (2017)]. <i>Gender Inequality in Sports</i>. Retrieved November 07, 2017. https://www.likeapro.com/stories/ciara-slayton-on-gender-inequality-in-sports</p> <p>TEDx Talks. (2014, Jan 31). <i>You throw like a girl! Telling stories about women in sport: Jos Dirks at TEDxCapeTownWomen</i>. Retrieved November 07, 2017, from https://www.youtube.com/watch?v=NY8RLLbD_8g</p> <p style="text-align: center;">VI. Sports Media Exposure and the Effects on Women’s Body Image</p> <p>How might exposure to women athletes in sports media contribute to body-image issues amongst some segments of viewers?</p> <p>Bissell, K. L. & Zhou, P. (2004). Must-see TV or ESPN: Entertainment and sports media exposure and body-image distortion in college women. <i>Journal of Communication</i>, 54(1), 5-21.</p> <p>Harrison, K. & Fredrickson, B. L. (2003). Women’s sports media, self-objectification and mental health in Black and White adolescent females. <i>Journal of Communication</i>, 53(2), 216-232.</p> <p>Wanta, W. (2013). Reflections on communication and sport: On reporting and journalists. <i>Communication and Sport</i>, 1(1-2).</p> <p>Introduce Assignment #1: Class Paper or Video Project</p> <p>Midterm Review</p>
<p>Week 6 February 10</p>	<p style="text-align: center;">VII. Midterm Exam</p> <p style="text-align: center;">VIII. A Day in the Life of an Athlete: The Role of Perspective-Taking</p> <p>Understand the life of a [high school, college, professional, amateur, special Olympics] athlete using perspective taking techniques. Conduct a multi-media video project that chronicles a day in the life of that athlete.</p> <p>Howard, J. (2015). The life of a student athlete. Huffington Post. Retrieved December 9, 2018, from https://www.huffingtonpost.com/uloop/the-life-of-a-student-ath_b_2963409.html</p> <p>Muntone, S. (2017, June 4). A day in the life of a D1 athlete. Medium Corporation. Retrieved, December 9, 2018, from: https://medium.com/@smm568/a-day-in-the-life-of-a-d1-athlete-def1918db19a</p> <p>Dovidio, J. F., ten Vergert, M., Stewart, T. L., Gaertner, S. L., Johnson, J. D., Esses, V. M., Riek, B. M., Pearson, A. R. (2004). Perspective and prejudice: Antecedents and mediating mechanisms. <i>Personality and Social Psychology Bulletin</i>, 30(12), 1537-1549.</p> <p>Shih, M., Wang, E., Bucher, A. T., & Stotzer, R. (2009). Perspective taking: Reducing prejudice towards general outgroups and specific individuals. <i>Group Processes & Intergroup Relations</i>, 12(5), 565-577.</p>

<p>Week 7 February 17</p>	<p style="text-align: center;">IX. Media Coverage of Domestic Abuse in Sports</p> <p>Media reporting may be helpful in magnifying and bringing attention to the problem of domestic violence in America. How might media reporting on this topic impact, and be impacted by, perceptions of gender, race and class?</p> <p>Chesney-Lind, M. & Chagnon, N. (2017). Media representations of domestic violence. <i>Oxford Research Encyclopedia of Criminology and Criminal Justice</i>.</p> <p>Hairopoulos, K. (2017, August 18). Putting all the pieces of the Ezekiel Elliot domestic violence investigation together. <i>Sports Day</i>. Retrieved November 17, 2017 from https://sportsday.dallasnews.com/dallas-cowboys/cowboys/2017/08/18/putting-pieces-together-ezekiel-elliott-domestic-violence-investigation</p> <p>Fainaru-Wada, M. (2015, October 2). Documents reveal new details about Hope Solo's actions last June. ESPN. Retrieved November 1 2017 from http://www.espn.com/espn/otl/story/_/id/12976615/detailed-look-hope-solo-domestic-violence-case-includes-reports-being-belligerent-jail</p> <p>Phillips, C. J. (2017, June) Ray Rice is still the face of domestic violence for the NFL. <i>New York Daily News</i>, Retrieved September 9, 2017 from http://www.nydailynews.com/sports/football/ray-rice-face-domestic-violence-nfl-article-1.3223637</p>
<p>Week 8 February 24</p>	<p style="text-align: center;">X. Media's Role in the National Conversation about Sexuality & Sports</p> <p>How have media played an important role in sparking conversations about sexuality and sports?</p> <p>Deitch, R. (2017, June 25). LGBTQ media members discuss their experiences, future, Ryan O'Callaghan and more. <i>Sports Illustrated</i>. Retrieved November 07, 2017, from https://www.si.com/tech-media/2017/06/25/media-roundtable-sports-lgbtq-ryan-ocallaghan.</p> <p>Kian, M. E., Anderson, E., Shipka, D. (2015). Framing of Jason Collins' coming out and playing in the NBA. <i>Sexualities</i>, 18 (%), 618-640.</p> <p>Anderson, E. (2011). Updating the outcome: Gay athletes, straight teams, and coming out in educationally based sport teams. <i>Gender & Society</i>, 25 (2), 250-268.</p> <p>Mazzie, A. L. (2014). Michael Sam and the NFL locker room: How masculinities theory explains the way we view gay athletes. <i>Sports Law: Marquette University</i>, 1 (25), 129-162.</p> <p>Cacciola, S. & Blinder, A. (2016, July 21). N.B.A. to Move All-Star Game From North Carolina. <i>New York Times</i>. Retrieved September 25, 2017 from https://www.nytimes.com/2016/07/22/sports/basketball/nba-all-star-game-moves-charlotte-transgender-bathroom-law.html?mcubz=3</p> <p>Video: <i>Openly Gay former NFL player talks homophobia in sports</i>. Retrieved November 07, 2017, from http://www.cnn.com/videos/us/2015/05/17/segment-riddell-homophobia-sports.cnn/video/playlists/lgbt-athletes/</p>

<p>Week 9 March 2</p>	<p style="text-align: center;">XI. Media Reporting of Physical and Mental Health in Sports</p> <p>Historically, physical and mental health in sports have been mis-reported and underreported by media. How have media evolved in coverage of health issues in sports and their effects on athletes and society at large?</p> <p>Cusimano, D. M., Sharma, B., Lawrence, W. D., Illie, G., Silverberg, S. & Jones, R. (2013). Trends in North American Newspaper Reporting of Brain Injury in Ice Hockey. <i>PLoS ONE</i>, 8 (4). 1-6.</p> <p>Guay, L. J., Lebretoire, M. B., Main, M. J. (2016). The era of sport concussion: Evolution of knowledge, practice, and the role of psychology. <i>American Psychologist</i>, 71 (9). 875-887.</p> <p>Associated Press. (2017, July 25). Study: CTE affects football players at all levels. Retrieved November 07, 2017, from https://www.youtube.com/watch?v=ovzQKnLXH6A</p> <p>Video: <i>Concussion</i></p>
<p>Week 10 March 9-13</p>	<p style="text-align: center;">SPRING BREAK</p>
<p>Week 11 March 16</p>	<p style="text-align: center;">XII. Media Reporting of Physical and Mental Health in Sports (Cont)</p> <p>Cottler, L. B., Abdallah, A. B., Cummings, S. M., Barr, J., Banks, R., & Forchheimer, R. (2011). Injury, pain, and prescription opioid use among former National Football League (NFL) players. <i>Drug and Alcohol Dependence</i>, 116(1-3), 188-194.</p> <p>Egbert, N., Miraldi, L. B., & Murniadi, K. (2014). Friends don't let friends suffer from depression: How threat, efficacy, knowledge, and empathy, relate to college students' intentions to intervene on behalf of a depressed friend. <i>Journal of Health Communication</i>, 19, 460-477.</p> <p>Gleeson, S., & Brady, E. (2017, August 30). When athletes share their battles with mental illness. <i>USA Today</i>. Retrieved November 07, 2017, from https://www.usatoday.com/story/sports/2017/08/30/michael-phelps-brandon-marshall-mental-health-battles-royce-white-jerry-west/596857001/</p> <p>Glock, A. (2017, October 3). When the game is over. Chamique Holdsclaw talks about depression and mental illness. <i>Sports Illustrated</i>. Retrieved October 25, 2017, from http://www.espn.com/espnw/feature/20826369/espnw-former-wnba-great-chamique-holdsclaw-shattered-facades-reclaimed-purpose?addata=espn:frontpage</p> <p>Video: Gordon, J. (2017, October 10). <i>J.G.</i> The 26-year-old receiver details his struggles with drug abuse. <i>ESPN The Magazine</i>. Retrieved November 07, 2017, from https://www.uninterrupted.com/watch/3VceYXfl/jg-josh-gordon</p>

<p>Week 12 March 23</p>	<p style="text-align: center;">XIII. Sports Communication, Marketing and Branding</p> <p>The media have played an enormous role in the marketing, promotions, and branding of sports and athletes, as evidenced by endorsement deals, sports broadcasting TV rights, and billion-dollar licensing rights with sports organizations. How has the commercialism of teams, organizations, and athletes impacted sports and its fans?</p> <p>Knobloch-Westerwick, S., David, P., Eastin, M. S., Tamborini, R., & Greenwood, D. (2009). Sports spectators' suspense: Affect and uncertainty in sports entertainment. <i>Journal of Communication</i>, 59(), 750-767.</p> <p>McAllister, M. P. (2010). Hypercommercialism, televisuality, and the changing nature of college sports sponsorship. <i>American Behavioral Scientist</i>, 53(10), 1476-1491.</p> <p>Buist, E., A. & Mason, D. S. (2010). Newspaper framing and stadium subsidization. <i>American Behavioral Scientist</i>, 53(10), 1492-1510.</p> <p>Pegoraro, A. L., Ayer, S. M., & O'Reilly, N. J. (2010). Consumer consumption and advertising through sport. <i>American Behavioral Scientist</i>, 53(10), 1454-1475.</p>
<p>Week 13 March 30</p>	<p style="text-align: center;">XIV. Sports Communication, Marketing and Branding (Cont.)</p> <p>Total Sportek. (2017, January 19). Biggest TV rights deals in sports history. <i>Total Sportek</i>. Retrieved November 07, 2017, from http://www.totalsportek.com/money/biggest-tv-deals-sports/</p> <p>SI Wire. (2016, May 17). LeBron, Nike deal may surpass \$1 billion. <i>Sports Illustrated</i>. Retrieved November 07, 2017, from https://www.si.com/nba/2016/05/17/lebron-james-nike-deal-contract-one-billion</p> <p>Kane, Evander. (2010 Oct 28). Racism in NHL?: Atlanta Thrashers Accused of Marketing Solely on Basis of Race. <i>Bleacher Report</i>. Retrieved November 07, 2017, from http://bleacherreport.com/articles/504617-racism-in-nhl-atlanta-thrashers-accused-of-marketing-solely-on-basis-of-race</p> <p>Kilgore, Adam. (2017, August 23). Racial conflict sells matches. Floyd Mayweather and Conor McGregor are its latest pitchmen. <i>Chicago Tribune</i>. Retrieved November 07, 2017, from http://www.chicagotribune.com/sports/breaking/ct-racial-conflict-sells-boxing-matches-20170823-story.html</p> <p>Fidelman, M. (2014, July 31). 8 lessons from sports marketing experts for brands and athletes resisting move to digital. <i>Forbes</i>. Retrieved November 07, 2017, from https://www.forbes.com/sites/markfidelman/2014/07/28/8-lessons-from-sports-marketing-experts-for-brands-and-athletes-resisting-move-to-digital/#788342c81d57</p> <p>Yukari, C. G. (2017, March 17). The NCAA Tournament is an enormous cash cow as revenue keeps skyrocketing. <i>Business Insider</i>. Retrieved November 07, 2017, from http://www.businessinsider.com/ncaa-tournament-makes-a-lot-of-money-2017-3</p> <p>Video: George Foreman, The Lean Mean Money Machine: How Marketing Affects Sports.</p>

<p>Week 14 April 6</p>	<p style="text-align: center;">XV. Social Media and Sports</p> <p>The growth and evolution of social media has had a significant impact on athletes, sports teams, and fans.</p> <p>DiMoro, A. (2015). The growing impact of social media on today's sports culture. <i>Forbes</i>. 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>Lukach, J. P., Kornspan, A. S., Lee, S., & Duve, M. A. (2017). Examination of the relationship between fan identification and student utilization of social media in an NCAA Division I University. <i>Ohio Communication Journal</i>, 55, 84-95.</p> <p>Sanderson, J. & Gramlich, K. (2016). "You go girl!": Twitter and conversations about sport culture and gender. <i>Sociology of Sport Journal</i>, 33(2), 113-123.</p> <p>Dimengo, N. (2017, April 12). <i>10 Ways Social Media Ruined Sports</i>. Retrieved November 07, 2017, from http://bleacherreport.com/articles/2626562-10-times-social-media-ruined-sports</p> <p>Gibbs, C., & Haynes, R. (2013). A Phenomenological Investigation Into How Twitter Has Changed the Nature of Sport Media Relations. <i>International Journal Of Sport Communication</i>, 6(4), 394-408.</p> <p>DUE: Video Project & Final Paper Guest: Christine King, Brand Manager (Lead for Social Media), Abbot Nutrition Video: Chad Johnson, Former WR Cincinnati Bengals, first to utilize social media in sports</p>
<p>Week 15 April 13</p>	<p style="text-align: center;">XVI. Ethics and Social Responsibility</p> <p>What roles do ethics and social responsibility play in sports media and athletic governance organizations (e.g. NCAA)? Can media facilitate social responsibility in sports?</p> <p>Ramon-Vegas, X., Rojas-Torrijos, J. L. (2017). Mapping Media Accountability Instruments in Sports Journalism. <i>El profesional de la información</i>, 26 (2). 159-171. https://doi.org/10.3145/epi.2017.mar.02.</p> <p>Littlefield, B. (2017, October, 24). Pay for Play: How to End the Exploitation of College Athletes Once and For All. <i>Cognoscenti</i>. Retrieved December 09, 2018, from https://www.wbur.org/cognoscenti/2017/10/24/ncaa-amateurism-bill-littlefield</p> <p>Whysall, P. (2014). Reflections on ethics, sport and the consequences of professionalism. <i>Business Ethics: A European Review</i>, 23 (4). 416-429.</p> <p>Cook, B. (2017, March 25). Using Sports To Get Out of Poverty Doesn't Work When You Have To Be Rich To Play. <i>Forbes</i>. Retrieved November 07, 2017, from https://www.forbes.com/sites/bobcook/2017/03/25/using-sports-to-get-out-of-poverty-doesnt-work-when-you-have-to-be-rich-to-play/</p>

<p>April 22</p>	<p>Grimmett-Norris, R. (2015). Roadblocks: Examining Title IX & The Fair Compensation of Division I Intercollegiate Student Athletes. <i>St. Louis University School of Law</i>. 435-463 Retrieved October 25, from http://law.slu.edu/sites/default/files/Journals/robert_grimmett-norris_article.pdf</p> <p>Bontemps, T. (2018, April 25). The one and done rule is on the way out because of NBA Money Not NCAA Morals. Washington Post. Retrieved December 09, 2018, from https://www.washingtonpost.com/sports/colleges/the-one-and-done-rule-is-on-the-way-out--because-of-nba-money-not-ncaa-morals/2018/04/25/95f68868-48a0-11e8-827e-190efaf1f1ee_story.html?utm_term=.d7ac6cae868f</p> <p>Video: <i>The Ethics & Role of Sports in Our Society</i> https://www.youtube.com/watch?v=yvepYeqdgs8</p> <p style="text-align: center;">XIII. FINAL EXAM</p>
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SPORTS, MASS MEDIA & SOCIETY (COMM 3415)

Instructor Osei Appiah, Ph.D.
appiah.2@osu.edu

Office: 3050 Derby Hall, 614-247-7724
Office Hours: TTH 10:00 PM – 12:00 PM

REQUIRED READINGS

Required readings are available on Carmen. Assigned materials should be read before each class meeting. The class lectures will generally interpret, demonstrate, and extend the information and ideas in the readings.

COURSE DESCRIPTION

Sports communication is a growing area of study within the communication discipline, as scholars recognize the increasingly important role media play in conveying and shaping sports and society. This course will examine the intersection of sports, society, and the media, by exploring historical and current issues in sports that shape our ideas, perspectives, and assumptions about the U.S. The course will use an empirical social-scientific perspective to better understand sports' impact on society, as well as the role media coverage of sports plays as a vehicle to report on and communicate about important societal issues. The course will place special emphasis on how audiences psychologically respond to, and are affected by, strategic communication messages embedded in sports media.

COURSE OUTCOMES AND OBJECTIVES

1. Identify and understand how media coverage of sports shapes society and the importance and value people place on specific political/social issues, as well as public opinion and public conversation via social and traditional media
2. Understand and apply social-scientific communication theories including agenda-setting, framing, cultivation theory, communication accommodation theory, mediated intergroup contact theory, and cultural voyeurism - to predict and explain sports communication phenomena
3. Identify and understand societal issues present in sports, and evaluate how these issues impact the way we understand sports and the world around us
4. Identify potential inequities in sports journalism reporting and coverage of marginalized groups
5. Explain how mediated intergroup interaction through sports media impacts attitudes and perceptions of outgroup members
6. Understand how strategic communication message elements are used for branding and promotion of athletes, teams, and businesses
7. Engage in mediated interactions (via readings, videos, social media) with members of different cultural or social groups to better understand how to effectively communicate across groups

CLASS GRADING/REQUIREMENTS

1. **Midterm** (25%) will consist of multiple choice and short answer questions
2. **Weekly Blog Post** (25%) will consist of weekly posts by students about course readings, topics, and lectures
3. **Video Project or Paper** (25%). Students will complete EITHER a video project or class paper as described below:
 - a. **Video Project** where students create a short 15 minute documentary similar to and inspired by the ESPN 30 for 30 documentary series, which highlights intriguing and controversial people and/or events in sports. This video project will focus on a specific issue from the course. Can be done in groups with instructor's approval
 - OR**
 - b. **Paper** addressing a specific sports communication topic. The paper should be 6 double-spaced pages and include at least 5 different references from the course syllabus. Paper should be primarily based on course readings and lectures. Theories, literature, and other information from the course must be used to support paper arguments! APA Style format.
4. **Final Exam** (25%) will consist of multiple choice questions

Approximate Grade Breakdown			
A = 100-93%	B = 86-83%	C = 76-73%	D = 66-63%
A- = 92-90%	B- = 82-80%	C- = 72-70%	E = 62-0%
B+ = 89-87%	C+ = 79-77%	D+ = 69-67%	

COURSE EXPECTATIONS & GUIDELINES

1. Students must respect the instructor and other students at all times. Any disruptive behavior will not be tolerated.
2. There will be no make-up exams unless in extreme circumstances and/or previously discussed with the instructor prior to the exam
3. Attendance and active class participation are crucial requirements for this course. Students must be prepared for class by reading and critically examining the required material.
4. All students are encouraged to *participate in class* discussion, as well as any in-class assignments. The goal of this requirement is to make each class session a lively, stimulating, and intellectually rewarding learning venture for everyone. To a substantial extent, the benefits derived from this course are facilitated by students' willingness to expose their viewpoints to the scrutiny of the professor and their peers.
5. Please feel free to express differing opinions and perspectives. But, you are expected to be respectful and consider perspectives different from your own.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Special Accommodations:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Religious Holidays:

Students who will be observing a religious holiday on a class date or assignment due date must provide date/event written notification to the instructor within the first two weeks of the quarter so that alternative arrangements can be made.

Diversity:

This classroom is a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class

COURSE SCHEDULE	
DATES	TOPICS AND ASSIGNMENTS
Week 1	<p>I. Introduction, Overview of Course and Syllabus</p> <p>II. The Role of Communication and the Media <i>Understanding social scientific communication theories and how to apply them to predict and explain sports media reporting, message content and their impact on audiences.</i></p> <p>Scheufele, D. A. & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. <i>Journal of Communication</i>, 57(1), 9-20.</p> <p>Tankard, J. (2001). The empirical approach to the study of media framing. In S. Reese, O. Gandy, & A. Grant (Eds.), <i>Framing public life</i> (pp. 95–106). Mahwah, NJ: Erlbaum.</p> <p>Rowe, D. (2004). Understanding sport and media: A Socio-historical Approach, pp. 11 – 35 (Rowe). In D. Rowe's <i>Sport, Culture, & Media: The Unruly Trinity</i>. Berkshire, England: McGraw-Hill</p> <p>Stead, D. (2010). Sport and the media. In B. Houlihan (Ed.), <i>Sport and society: A student introduction</i> (pp. 328-347). London: SAGE Publications Ltd.</p> <p>Fridkin, K., Wintersieck, A., Courey, J., & Thompson, J. (2017). Race and police brutality: The importance of media framing. <i>International Journal of Communication</i>, 11, 3394-3414.</p>

<p>Week 2</p>	<p style="text-align: center;">III. Mediated Interracial Interaction and Sports Media</p> <p><i>How does interracial interaction through sports media impact our understanding of race and racial groups?</i></p> <p>Appiah, O. (2018). Cultural Voyeurism: A New Framework for Understanding Race, Ethnicity, and Mediated Intergroup Interaction. <i>Journal of Communication</i>, 68, 233-242.</p> <p>Park, S. (2012). Mediated intergroup contact: Concept, explication, synthesis, and application. <i>Mass Communication and Society</i> 15: 136-59.</p> <p>Pettigrew, T. F., & Tropp, L. R. (2008). How does intergroup contact reduce prejudice? Meta analytic tests of three mediators. <i>European Journal of Social Psychology</i> 38: 922-34.</p> <p>Van Sterkenburg, J., Knoppers, A., & De Leeuw, S. (2010). Race, ethnicity, and content analysis of the sports media: A critical reflection. <i>Media, Culture & Society</i>, 32(5), 819-839.</p> <p>Oates, T. P. (2016). Race, economics, and the shifting politics of sport media. <i>Radical History Review</i>, (125), 159-167.</p> <p>Breaking Sports. (2016, Oct 11). A Conversation with the president: Sports, race & achievement. <i>Breaking Sports</i> Retrieved November 07, 2017, from https://www.youtube.com/watch?v=tqldHEYn1H4</p>
<p>Week 3</p>	<p style="text-align: center;">IV. How the Media Contextualize Race and Social Justice Issues in Sports</p> <p><i>Sports media is becoming an increasingly important source of information about race and social justice issues. What is the significance of context, and what are the potential implications/consequences of failing to contextualize social issues when reporting on them?</i></p> <p>Carvalho, J. (2014, October 03). Sports media is still racist against black athletes. <i>Vice Sports</i>. Retrieved November 07, 2017, from https://sports.vice.com/en_us/article/4x987d/sports-media-is-still-racist-against-black-athletes</p> <p>O’Neal, L. (2016, September 1). Kaepernick saga raises questions about the media. <i>ESPN The Undeclared</i>. Retrieved December 04, 2018, from https://theundefeated.com/features/kaepernick-saga-raises-questions-about-the-media-diversity/</p> <p>Piquero, A. R., Piquero, N., L., & Intravia, J. (2017, November 10). Opinions about NFL Anthem Protests are divided down racial lines. <i>Dallas Morning News</i>. Retrieved November 15, 2017, from https://www.dallasnews.com/opinion/commentary/2017/11/13/opinions-nfl-anthem-protests-divided-racial-lines.</p> <p>O’Brien, J. (2014, August 14). <i>Social justice through sport</i>. <i>TEDx Talks Dubuque</i>. Retrieved November 07, 2017, from https://www.youtube.com/watch?v=53z3hsMIOA8</p> <p>Eastman, T. S., Billings, C. A. (2001). Biased voices of sports: Racial and gender stereotyping in college basketball announcing. <i>The Howard Journal of Communications</i>, 12. 183-201.</p>

<p>Week 4</p>	<p>Bimper Jr, A. Y., & Harrison Jr, L. (2017). Are we committed to issues of race? Institutional integrity across intercollegiate athletics. <i>International Review For The Sociology Of Sport</i>, 52(6), 675-692.</p> <p style="text-align: center;">V. Gender Inequity and Media Coverage of Women in Sports</p> <p><i>Gender inequality and inequities persists in sports. How does media coverage of women in sports contribute to or detract from the problem?</i></p> <p>Mastro, D., Seate, A. A., Blecha, E., & Gallegos, M. (2012). The Wide World of Sports reporting: The influence of gender and race-based expectations on evaluations of sports reporters. <i>Journalism & Mass Communication Quarterly</i>, 89 (3), 458-474.</p> <p>Trolan, E. J. (2013). The Impact of the media on gender inequality within sport. <i>Procedia - Social and Behavioral Sciences</i>, 91, 215-227.</p> <p>Kroh, K. (2015, June 12). Sports Center’s shameful coverage of women’s sports, <i>ThinkProgress</i>, Jun 12, 2015. https://thinkprogress.org/sportscenters-shameful-coverage-of-women-s-sports-44f532355497/</p> <p>Walters, J. (2016, April 1). Taking a closer look at the gender pay gap in sports. <i>Newsweek</i>, April 1, 2016. Retrieved November 15, 2017 from http://www.newsweek.com/womens-soccer-suit-underscores-sports-gender-pay-gap-443137</p> <p>Slayton, C. (2017)]. <i>Gender Inequality in Sports</i>. Retrieved November 07, 2017. https://www.likeapro.com/stories/ciara-slayton-on-gender-inequality-in-sports</p> <p>TEDx Talks. (2014, Jan 31). <i>You throw like a girl! Telling stories about women in sport: Jos Dirks at TEDxCapeTownWomen</i>. Retrieved November 07, 2017, from https://www.youtube.com/watch?v=NY8RLLbD_8g</p>
<p>Week 5</p>	<p style="text-align: center;">VI. Sports Media Exposure and the Effects on Women’s Body Image</p> <p><i>How might exposure to women athletes in sports media contribute to body-image issues amongst some segments of viewers?</i></p> <p>Bissell, K. L. & Zhou, P. (2004). Must-see TV or ESPN: Entertainment and sports media exposure and body-image distortion in college women. <i>Journal of Communication</i>, 54(1), 5-21.</p> <p>Harrison, K. & Fredrickson, B. L. (2003). Women’s sports media, self-objectification and mental health in Black and White adolescent females. <i>Journal of Communication</i>, 53(2), 216-232.</p> <p>Wanta, W. (2013). Reflections on communication and sport: On reporting and journalists. <i>Communication and Sport</i>, 1(1-2).</p> <p>Introduce Assignment #1: Class Paper or Video Project</p> <p>Midterm Review</p>

<p>Week 6</p>	<p style="text-align: center;">VII. Midterm Exam</p> <p style="text-align: center;">VIII. A Day in the Life of an Athlete: The Role of Perspective-Taking</p> <p>Understand the life of a [high school, college, professional, amateur, special Olympics] athlete using perspective taking techniques. Conduct a multi-media video project that chronicles a day in the life of that athlete.</p> <p>Howard, J. (2015). The life of a student athlete. Huffington Post. Retrieved December 9, 2018, from https://www.huffingtonpost.com/uloop/the-life-of-a-student-ath_b_2963409.html</p> <p>Muntone, S. (2017, June 4). A day in the life of a D1 athlete. Medium Corporation. Retrieved, December 9, 2018, from: https://medium.com/@smm568/a-day-in-the-life-of-a-d1-athlete-def1918db19a</p> <p>Dovidio, J. F., ten Vergert, M., Stewart, T. L., Gaertner, S. L., Johnson, J. D., Esses, V. M., Riek, B. M., Pearson, A. R. (2004). Perspective and prejudice: Antecedents and mediating mechanisms. <i>Personality and Social Psychology Bulletin</i>, 30(12), 1537-1549.</p> <p>Shih, M., Wang, E., Bucher, A. T., & Stotzer, R. (2009). Perspective taking: Reducing prejudice towards general outgroups and specific individuals. <i>Group Processes & Intergroup Relations</i>, 12(5), 565-577.</p>
<p>Week 7</p>	<p style="text-align: center;">IX. Media Coverage of Domestic Abuse in Sports</p> <p>Media reporting may be helpful in magnifying and bringing attention to the problem of domestic violence in America. How might media reporting on this topic impact, and be impacted by, perceptions of gender, race and class?</p> <p>Chesney-Lind, M. & Chagnon, N. (2017). Media representations of domestic violence. <i>Oxford Research Encyclopedia of Criminology and Criminal Justice</i>.</p> <p>Hairopoulos, K. (2017, August 18). Putting all the pieces of the Ezekiel Elliot domestic violence investigation together. <i>Sports Day</i>. Retrieved November 17, 2017 from https://sportsday.dallasnews.com/dallas-cowboys/cowboys/2017/08/18/putting-pieces-together-ezekiel-elliott-domestic-violence-investigation</p> <p>Fainaru-Wada, M. (2015, October 2). Documents reveal new details about Hope Solo's actions last June. ESPN. Retrieved November 1 2017 from http://www.espn.com/espn/otl/story/_/id/12976615/detailed-look-hope-solo-domestic-violence-case-includes-reports-being-belligerent-jail</p> <p>Phillips, C. J. (2017, June) Ray Rice is still the face of domestic violence for the NFL. <i>New York Daily News</i>, Retrieved September 9, 2017 from http://www.nydailynews.com/sports/football/ray-rice-face-domestic-violence-nfl-article-1.3223637</p>

<p>Week 8</p>	<p style="text-align: center;">X. Media’s Role in the National Conversation about Sexuality & Sports</p> <p>How have media played an important role in sparking conversations about sexuality and sports?</p> <p>Deitch, R. (2017, June 25). LGBTQ media members discuss their experiences, future, Ryan O’Callaghan and more. <i>Sports Illustrated</i>. Retrieved November 07, 2017, from https://www.si.com/tech-media/2017/06/25/media-roundtable-sports-lgbtq-ryan-ocallaghan.</p> <p>Kian, M. E., Anderson, E., Shipka, D. (2015). Framing of Jason Collins’ coming out and playing in the NBA. <i>Sexualities</i>, 18 (%), 618-640.</p> <p>Anderson, E. (2011). Updating the outcome: Gay athletes, straight teams, and coming out in educationally based sport teams. <i>Gender & Society</i>, 25 (2), 250-268.</p> <p>Mazzie, A. L. (2014). Michael Sam and the NFL locker room: How masculinities theory explains the way we view gay athletes. <i>Sports Law: Marquette University</i>, 1 (25), 129-162.</p> <p>Cacciola, S. & Blinder, A. (2016, July 21). N.B.A. to Move All-Star Game From North Carolina. <i>New York Times</i>. Retrieved September 25, 2017 from https://www.nytimes.com/2016/07/22/sports/basketball/nba-all-star-game-moves-charlotte-transgender-bathroom-law.html?mcubz=3</p> <p>Video: <i>Openly Gay former NFL player talks homophobia in sports</i>. Retrieved November 07, 2017, from http://www.cnn.com/videos/us/2015/05/17/segment-riddell-homophobia-sports.cnn/video/playlists/lgbt-athletes/</p>
<p>Week 9</p>	<p style="text-align: center;">XI. Media Reporting of Physical and Mental Health in Sports</p> <p>Historically, physical and mental health in sports have been mis-reported and underreported by media. How have media evolved in coverage of health issues in sports and their effects on athletes and society at large?</p> <p>Cusimano, D. M., Sharma, B., Lawrence, W. D., Illie, G., Silverberg, S. & Jones, R. (2013). Trends in North American Newspaper Reporting of Brain Injury in Ice Hockey. <i>PLoS ONE</i>, 8 (4). 1-6.</p> <p>Guay, L. J., Lebretoire, M. B., Main, M. J. (2016). The era of sport concussion: Evolution of knowledge, practice, and the role of psychology. <i>American Psychologist</i>, 71 (9). 875-887.</p> <p>Associated Press. (2017, July 25). Study: CTE affects football players at all levels. Retrieved November 07, 2017, from https://www.youtube.com/watch?v=ovzQKnLXH6A</p> <p>Video: <i>Concussion</i></p>

<p>Week 10</p>	<p style="text-align: center;">XII. Media Reporting of Physical and Mental Health in Sports (Cont)</p> <p>Cottler, L. B., Abdallah, A. B., Cummings, S. M., Barr, J., Banks, R., & Forchheimer, R. (2011). Injury, pain, and prescription opioid use among former National Football League (NFL) players. <i>Drug and Alcohol Dependence</i>, 116(1-3), 188-194.</p> <p>Egbert, N., Miraldi, L. B., & Murniadi, K. (2014). Friends don't let friends suffer from depression: How threat, efficacy, knowledge, and empathy, relate to college students' intentions to intervene on behalf of a depressed friend. <i>Journal of Health Communication</i>, 19, 460-477.</p> <p>Gleeson, S., & Brady, E. (2017, August 30). When athletes share their battles with mental illness. <i>USA Today</i>. Retrieved November 07, 2017, from https://www.usatoday.com/story/sports/2017/08/30/michael-phelps-brandon-marshall-mental-health-battles-royce-white-jerry-west/596857001/</p> <p>Glock, A. (2017, October 3). When the game is over. Chamique Holdsclaw talks about depression and mental illness. <i>Sports Illustrated</i>. Retrieved October 25, 2017, from http://www.espn.com/espnw/feature/20826369/espnw-former-wnba-great-chamique-holdsclaw-shattered-facades-reclaimed-purpose?addata=espn:frontpage</p> <p>Video: Gordon, J. (2017, October 10). <i>J.G.</i> The 26-year-old receiver details his struggles with drug abuse. <i>ESPN The Magazine</i>. Retrieved November 07, 2017, from https://www.uninterrupted.com/watch/3VceYXfl/jg-josh-gordon</p>
<p>Week 11</p>	<p style="text-align: center;">XIII. Sports Communication, Marketing and Branding</p> <p>The media have played an enormous role in the marketing, promotions, and branding of sports and athletes, as evidenced by endorsement deals, sports broadcasting TV rights, and billion-dollar licensing rights with sports organizations. How has the commercialism of teams, organizations, and athletes impacted sports and its fans?</p> <p>Knobloch-Westerwick, S., David, P., Eastin, M. S., Tamborini, R., & Greenwood, D. (2009). Sports spectators' suspense: Affect and uncertainty in sports entertainment. <i>Journal of Communication</i>, 59(), 750-767.</p> <p>McAllister, M. P. (2010). Hypercommercialism, televisuality, and the changing nature of college sports sponsorship. <i>American Behavioral Scientist</i>, 53(10), 1476-1491.</p> <p>Buist, E., A. & Mason, D. S. (2010). Newspaper framing and stadium subsidization. <i>American Behavioral Scientist</i>, 53(10), 1492-1510.</p> <p>Pegoraro, A. L., Ayer, S. M., & O'Reilly, N. J. (2010). Consumer consumption and advertising through sport. <i>American Behavioral Scientist</i>, 53(10), 1454-1475.</p>
<p>Week 12</p>	<p style="text-align: center;">XIV. Sports Communication, Marketing and Branding (Cont.)</p> <p>Total Sportek. (2017, January 19). Biggest TV rights deals in sports history. <i>Total Sportek</i>. Retrieved November 07, 2017, from http://www.totalsportek.com/money/biggest-tv-deals-sports/</p>

<p>Week 13</p>	<p>SI Wire. (2016, May 17). LeBron, Nike deal may surpass \$1 billion. <i>Sports Illustrated</i>. Retrieved November 07, 2017, from https://www.si.com/nba/2016/05/17/lebron-james-nike-deal-contract-one-billion</p> <p>Kane, Evander. (2010 Oct 28). Racism in NHL?: Atlanta Thrashers Accused of Marketing Solely on Basis of Race. <i>Bleacher Report</i>. Retrieved November 07, 2017, from http://bleacherreport.com/articles/504617-racism-in-nhl-atlanta-thrashers-accused-of-marketing-solely-on-basis-of-race</p> <p>Kilgore, Adam. (2017, August 23). Racial conflict sells matches. Floyd Mayweather and Conor McGregor are its latest pitchmen. <i>Chicago Tribune</i>. Retrieved November 07, 2017, from http://www.chicagotribune.com/sports/breaking/ct-racial-conflict-sells-boxing-matches-20170823-story.html</p> <p>Fidelman, M. (2014, July 31). 8 lessons from sports marketing experts for brands and athletes resisting move to digital. <i>Forbes</i>. Retrieved November 07, 2017, from https://www.forbes.com/sites/markfidelman/2014/07/28/8-lessons-from-sports-marketing-experts-for-brands-and-athletes-resisting-move-to-digital/#788342c81d57</p> <p>Yukari, C. G. (2017, March 17). The NCAA Tournament is an enormous cash cow as revenue keeps skyrocketing. <i>Business Insider</i>. Retrieved November 07, 2017, from http://www.businessinsider.com/ncaa-tournament-makes-a-lot-of-money-2017-3</p> <p>Video: George Foreman, The Lean Mean Money Machine: How Marketing Affects Sports.</p>
	<p style="text-align: center;">XV. Social Media and Sports</p> <p>The growth and evolution of social media has had a significant impact on athletes, sports teams, and fans.</p> <p>DiMoro, A. (2015). The growing impact of social media on today's sports culture. <i>Forbes</i>.</p> <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>Lukach, J. P., Kornspan, A. S., Lee, S., & Duve, M. A. (2017). Examination of the relationship between fan identification and student utilization of social media in an NCAA Division I University. <i>Ohio Communication Journal</i>, 55, 84-95.</p> <p>Sanderson, J. & Gramlich, K. (2016). "You go girl!": Twitter and conversations about sport culture and gender. <i>Sociology of Sport Journal</i>, 33(2), 113-123.</p> <p>Dimengo, N. (2017, April 12). <i>10 Ways Social Media Ruined Sports</i>. Retrieved November 07, 2017, from http://bleacherreport.com/articles/2626562-10-times-social-media-ruined-sports</p> <p>Gibbs, C., & Haynes, R. (2013). A Phenomenological Investigation Into How Twitter Has Changed the Nature of Sport Media Relations. <i>International Journal Of Sport Communication</i>, 6(4), 394-408.</p>

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Comm 3415

Instructor: Osei Appiah

Summary: Sports, Mass Media & Society

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Proctorio • Secure Media Library
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Carmen • Proctorio • Security Media Library • Zoom for Office hours • Carmen Message Boards
6.3 Technologies required in the course are readily obtainable.	X			All items are free via OSU site license
6.4 The course technologies are current.	X			All applications are web based and/or updated with regularity.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			All 3 rd party tools fall under OSU site license and therefore have been vetted by OSU legal.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			Accessibility policy is present
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			Academic support tools are listed
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			Student services URL is present.
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			a
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			b
8.4 The course design facilitates readability	X			c
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available

				through a standard web browser
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Reviewer Information

- Date reviewed: 7/29/19
- Reviewed by: Ian Anderson

Notes: Consider using the ASC syllabus template for student familiarity and consistency. Dates will need to be assigned to weeks so students will know when the new week begins, and the current week ends. A software and hardware requirement for the video project should be listed (video editing program, camera or phone/tablet with camera, etc.).

^aThe following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

From: [Smith, Aaron](#)
To: [Kline, Susan](#); [Butte, Kylie](#)
Subject: FW: Discussion re concurrence
Date: Thursday, February 21, 2019 1:39:29 PM
Attachments: [image001.png](#)
[image002.png](#)

YEAH!!!!



Aaron Smith Assistant to the Director
School of Communication
3016 Derby Hall | 154 N. Oval Mall Columbus, OH 43210
614-292-0451 Office | 614-292-2055 Fax
smith.1543@osu.edu

From: Folden, H
Sent: Thursday, February 21, 2019 1:31 PM
To: Smith, Aaron <smith.1543@osu.edu>; Slater, Michael <slater.59@osu.edu>
Cc: Appiah, Osei <appiah.2@osu.edu>; Kraft, Nicole <kraft.42@osu.edu>; Box-Steffensmeier, Janet M. <box-steffensmeier.1@osu.edu>
Subject: RE: Discussion re concurrence

Good Afternoon Everyone,

I've reviewed the revised syllabus for *Sports, Mass Media, and Society* (new title) and see that you attended to the concerns that the faculty in the KNSISM program area expressed regarding a number of elements in the previous iteration of the proposed course. Therefore I am delighted to offer you our concurrence for the course and the best wishes of our faculty.

Will this email suffice for your purposes, or shall I draft a letter?

Sincerely,

Gene

H. Eugene Folden, Ph.D.
Associate Professor, Clinical
Director of Curriculum
Chair, Graduate and Undergraduate Studies
Department of Human Sciences
College of Education and Human Ecology
1787 Neil Avenue
201 Campbell Hall
Columbus, OH 43210

614-292-5676
Folden.1@osu.edu

From: Smith, Aaron <smith.1543@osu.edu>
Sent: Thursday, February 21, 2019 11:42 AM
To: Folden, H <folden.1@osu.edu>; Slater, Michael <slater.59@osu.edu>
Cc: Appiah, Osei <appiah.2@osu.edu>; Kraft, Nicole <kraft.42@osu.edu>; Box-Steffensmeier, Janet M. <box-steffensmeier.1@osu.edu>
Subject: RE: Discussion re concurrence

Dr. Folden,

Please find attached the original and revised version of the course syllabus.

Thank you,



Aaron Smith Assistant to the Director
School of Communication
3016 Derby Hall | 154 N. Oval Mall Columbus, OH 43210
614-292-0451 Office | 614-292-2055 Fax
smith.1543@osu.edu

From: Folden, H
Sent: Thursday, February 21, 2019 5:32 AM
To: Slater, Michael <slater.59@osu.edu>
Cc: Appiah, Osei <appiah.2@osu.edu>; Kraft, Nicole <kraft.42@osu.edu>; Box-Steffensmeier, Janet M. <box-steffensmeier.1@osu.edu>; Smith, Aaron <smith.1543@osu.edu>
Subject: RE: Discussion re concurrence

Dear Mike,

I truly appreciate the revisions made in the proposed *Sports, Mass Media, and Society Course*. May I have a copy of the revised syllabus? I believe the last time we discussed the course was about a year ago. I have a copy of the previous syllabus so all I need is a copy of the revised syllabus.

Thank you and have a great day.

Gene

H. Eugene Folden, Ph.D.
Associate Professor, Clinical

Director of Curriculum
Chair, Graduate and Undergraduate Studies
Department of Human Sciences
College of Education and Human Ecology
1787 Neil Avenue
201 Campbell Hall
Columbus, OH 43210
614-292-5676
Folden.1@osu.edu

From: Slater, Michael <slater.59@osu.edu>
Sent: Wednesday, February 20, 2019 1:00 PM
To: Folden, H <folden.1@osu.edu>
Cc: Appiah, Osei <appiah.2@osu.edu>; Kraft, Nicole <kraft.42@osu.edu>; Box-Steffensmeier, Janet M. <box-steffensmeier.1@osu.edu>; Smith, Aaron <smith.1543@osu.edu>
Subject: Discussion re concurrence

Dear Dr. Folden,

We are following up your earlier correspondence with Dr. Appiah re concurrence with the substantially revised syllabus for Sports, Mass Media, and Society, as it is now titled.

Professor Appiah has invested considerable time in addressing concerns you expressed in response to an earlier syllabus.

This course is of substantial importance to students and faculty in the School of Communication. In the field of communication there is increasing interest in, and a growing body of research on, media coverage about and reporting on sports. Media reporting on sports has been influential in magnifying and bringing attention to significant political and social issues.

Our School is unique in that we have the faculty and expertise to teach such a course that addresses content which include: communication theory; public opinion about sports; conversations about sports; reporting on and framing of sports; media coverage of sports; and the use of publicity, promotions, social media, and branding in sports. There is no other place on campus where a student can get an empirical, social-scientific perspective on the link between media and sports, the nature and reasons for media coverage and how it is reported and framed, and how strategic communications are used by the sports industry and athletes, and the associated impact on society.

In order to get concurrence from and address the concerns of Human Ecology (HE) we have revised our course, "Sports, Mass Media, and Society". A number of revisions were made which include:

- New course title
- Changed and/or renamed course topics

- Additional literature specific to communication theory, social science, and media coverage of sports
- Enhanced the syllabus to include a brief summary/overview for each content area of the course.

We believe these changes should adequately satisfy the concerns expressed by HE. We believe our course and the HE Sports and Popular Culture course are not overlapping courses but complementary courses. Unlike the HE course, our course:

1. Uses an empirical social-scientific approach to study media and sports
2. Examines how media coverage reshapes attitudes toward sports, sports figures, teams, and athletic institutions
3. Explores the role media play in increasing public attention to and discussion about specific social issues
4. Magnifies hot social and political sports topics, leading to increased public attention to and discussion about specific social issues
5. Describes the impact of traditional and social media in sports
6. Addresses publicity and promotions of sports through traditional and social media

Again, based on the aforementioned information it seems clear that the HE and COMM courses are not overlapping, indeed are complementary given the cultural studies perspective of the HE course, and can co-exist. Moreover, our proposed course is an appropriate one for us to offer given our expertise, is an excellent fit for our College's Sports and Society Initiative, as the letter from Executive Dean Box-Steffensmeier indicates, and would serve an important need for students at OSU.

I would also note that Dr. Appiah is superbly qualified to teach this course, with an extensive record of publication related to media, race, and strategic communication, experience in the advertising profession, and personal experience as a Division I athlete.

We trust that your concerns have been addressed. However, if you have continued questions or reservations, we need to meet and discuss them at the earliest opportunity. My assistant, Aaron Smith (copied here), would be glad to schedule a time for you, me, Dr. Appiah, and Dr. Nicole Kraft of the Sports and Society Initiative to meet and talk.

Let me know if you have any questions,

Sincerely,

Mike Slater



Michael D. Slater

Director

Social and Behavioral Science Distinguished Professor

School of Communication

3016 Derby Hall | 154 N. Oval Mall Columbus, OH 43210

614-292-0451 Office | 614-292-2055 Fax
slater.59@osu.edu

Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students are knowledgeable about the principles of communication within a social science framework and understand the role of communication in society.

Goal 2. Students are competent in practicing communication.

Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		Basic
Research Methods			
3160(H), 3163, 3165		Intermediate	Advanced
Core Requirements			
<i>Strategic Comm</i>			
2321	Basic		
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
3325	Intermediate	Intermediate	
4337			Advanced
<i>New Media & Comm Tech</i>			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
<i>Comm Analysis & Practice</i>			
2110	Basic		
2367(H)	Basic	Intermediate	
3440		Intermediate	
3620	Basic	Basic	
Sub-Plan Electives			
<i>Strategic Comm (9 cr. Req.)</i>			
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
3668			Intermediate
4558		Advanced	Advanced
4737		Intermediate	Advanced
4820(H)	Advanced		Advanced

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Sub-Plan Electives***New Media & Comm Tech*

2511 (or outside Credit in Visual Design) Other specialization (6 cr. Req.)	Intermediate	Intermediate	Basic
3513	Intermediate		
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4558		Advanced	Advanced
4665	Intermediate	Intermediate	
4738	Intermediate		Intermediate

Comm Analysis & Practice

N/A as CAP has elective clusters (see below)

Special Topic Electives*Strat Comm (3 cr. req.)*

2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
3415	Basic	Intermediate	Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4554	Intermediate	Intermediate	Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

New Media & Comm Tech

(9 cr. from one track)

Track 1:

4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Special Topic Electives***New Media & Comm Tech*

(9 cr. from one track)

Track 2:

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate

Comm Analysis & Practice

(18 cr. req.)

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3415	Basic	Intermediate	Intermediate
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
3668	Intermediate		
4240(H)		Basic	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665	Intermediate	Intermediate	
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced