

# SPM 3403-SPORT INFORMATION MANAGEMENT

## COLLEGE OF HEALTH AND HUMAN PERFORMANCE

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Course Site : <https://ufl.instructure.com>

Course Text: -Media Relations in Sport. Brad Schultz, Phillip H. Caskey and Craig Esherick. FIT Publishing, 4th edition 2014.

\*\*\*Additional Readings will be posted and available online.\*\*\*

\*\*\*Note: The Course Syllabus is subject to change. There will be no change in the project due date, midterm and final examination.\*\*\*

## COURSE OVERVIEW

SPM 3403 offers instruction, analysis, and training in the principles and practice of media relations in sports organizations. Emphasis is on developing skills essential for

sports communication professionals, including writing and interviewing, handling media interactions across platforms, social media and technology, crises, and integration of positive communications strategies for sports organizations.

## LEARNING OBJECTIVES

After successful completion of this course, students should be able to:

- Demonstrate an understanding of the basic skills necessary to effectively carry out day-to-day responsibilities in sports information professions
- Demonstrate an understanding of the careers that are available in the sport communication and the sport information management field
- Demonstrate an understanding of organizational and leadership communication in sport information management
- Demonstrate an ability to generate content, including effective writing, from a sports perspective
- Demonstrate an ability to effectively integrate technology and social media skills with sports organizations goals
- Distinguish between sports information management perspectives and sports journalism
- Demonstrate an understanding of organizational and leadership communication in sport information management
- Demonstrate understanding and skill strategies in handling negative publicity and communications crises in sport organizations
- Demonstrate skill for assisting athletes, coaches, sports executives and owners to effectively handle media interviews
- Demonstrate an understanding of the ethics and values of sports communications

## COURSE GRADES

Evaluation Components	Points Per Component	% of Total Grade
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<b>Online Discussions (10)</b>	<b>15 pts each = 150 pts</b>	<b>20%</b>
<b>Case Studies (2)</b>	<b>50 pts each = 100 pts</b>	<b>13.3%</b>
<b>Midterm (1)</b>	<b>100 pts each = 100 pts</b>	<b>13.3%</b>
<b>Weekly Sports Org Assignments</b>	<b>10-25 pts each = 150 pts</b>	<b>20%</b>
<b>Writing Assignments(2)</b>	<b>25 pts each = 50 pts</b>	<b>6.67%</b>
<b>Sports Organization Project Pres and Peer Eval(1)</b>	<b>= 100 pts</b>	<b>13.3%</b>
<b>Final Exam (1)</b>	<b>100 pts each = 100 pts</b>	<b>13.3%</b>
<b>Total</b>	<b>750 pts</b>	<b>100%</b>

## ASSIGNMENT DESCRIPTIONS

- **Case Studies** (2 writing assignments)- Students will rely upon their research, analytical, writing, interviewing and multimedia skills to produce written content for your sports organization. Choose two: Press release, game recap, game preview, feature, hometown release and a PR campaign.
- **Sport Organization Individual/Group Presentation/Project** (1 project)- Students will complete a group project detailing the communications operations of a professional baseball, basketball, hockey, football or soccer organization. All organizations must be pre-approved by the instructor. Presentations will provide a summary of the staffing of the communications office along with responsibilities, examples of positive and negative publicity handled over the past two years pertaining to the organization, and examples of media coverage of the publicity. Students will be expected to provide an outside analysis of the effectiveness of communications operations with respect to the overall goals of the sports organization, incorporating concepts and principles from course discussions, reading and guest speakers. The

presentation will require students to provide suggestions as to how the organization could have met those goals more effectively.

- 150 points for assignments included in the project
- 50 points for 2 writing assignments (25 pts each)
- 50 points for presentation
- 50 points for peer review (if needed)
- **Midterm** (1 test; 100 points) and **Final Exam** (1 test; 150 points) - Students will be tested on material covered in class with an assortment of multiple choice, true/false and essay questions.
- **Online Discussion** (11-12 discussions, drop lowest)- Through our class portal on Canvas we will hold online discussions surrounding various topics in sports communication. You will be required to post your thoughts and respond to classmates as well. There will be a rubric for you to follow to ensure you participate properly.

<b>Points</b>	<b>14-15</b>	<b>10-13</b>	<b>5-9</b>	<b>1-4</b>	<b>0</b>
<b>Quality of Post (5pts)</b>	<b>Appropriate comments: thoughtful; reflective, and respectful of others posting</b>	<b>Appropriate comments and responds respectfully to others postings</b>	<b>Responds with average effort providing obvious information without further analysis</b>	<b>Responds, but with minimum effort. (e.g. "I agree with Bill)</b>	<b>No Posting</b>
<b>Relevance of Post (5pts)</b>	<b>Post topics related to discussion topic; prompts further discussion of topic</b>	<b>Post topics that are related to discussion content</b>	<b>Posts topics which do no relate to the discussion content</b>	<b>Makes short or irrelevant remarks</b>	<b>No Posting</b>

<b>Contribution of the Learning Community (5pts)</b>	<b>Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic</b>	<b>Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</b>	<b>Makes little effort to participate in learning community as develops</b>	<b>Does not make effort to participate in learning community as it develops</b>	<b>No feedback provided to fellow students (s)</b>
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## GRADING

<b>93.5-100%</b>	<b>= A</b>	<b>89.5-93.4 %</b>	<b>= A-</b>		
<b>86.5-89.4 %</b>	<b>= B+</b>	<b>82.5-86.4 %</b>	<b>= B</b>	<b>79.5-82.4 %</b>	<b>=B-</b>
<b>76.5-79.4 %</b>	<b>= C+</b>	<b>72.5-76.4 %</b>	<b>= C</b>	<b>69.5-72.4 %</b>	<b>=C-</b>
<b>66.5-69.4 %</b>	<b>= D+</b>	<b>62.5-66.4 %</b>	<b>=D</b>	<b>59.5-62.4 %</b>	<b>=D-</b>
<b>0-59.4 %</b>	<b>= F</b>				

## COURSE POLICIES

- **Make-up work:** You are responsible for all material covered or assigned. No late work will be accepted unless a UF approved reason is submitted.
- **Academic Integrity:** UF students are bound by the Honor Pledge, which states, "We the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code". On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment". The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. For more information, visit the Honor Code web page at

<https://sccr.dso.ufl.edu/students/student-conduct-code>

- **Online:** Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.
- **Students with Disabilities:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352) 392-8565, [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting an accommodation. Students with disabilities should follow this process as early as possible in the semester.
- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>. Evaluations are typically open during the last three weeks of the semester, but announcements will be made giving specific times when they are open. Summary results of these evaluations are available to students at the evaluations website URL above.

- **Course Grading:** Students will be graded in accordance with UF policies for assigning grade point as articulated in the link that follows:  
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>
- **Respect for Diversity Statement:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. It is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:
  1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
  2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
  3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.
- **U Matter, We Care:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U

Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone 352.392.1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

## CANVAS INFORMATION & TECHNOLOGY

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help>

## COURSE SCHEDULE

Module	Coursework
<b>Module 0</b>	<ul style="list-style-type: none"><li>• <b>Course introduction</b></li><li>• <b>Course Intro video</b></li><li>• <b>Syllabus Quiz</b></li></ul>

<p><b>Module 1: Introduction to Media Relations in Sport</b></p>	<ul style="list-style-type: none"> <li>● Read: Chapter 1</li> <li>● Watch lecture videos</li> <li>● Discussion 1</li> <li>● Assignment (1)</li> </ul>
<p><b>Module 2: Introducing Careers in Sport Public Relations in Sport</b></p>	<ul style="list-style-type: none"> <li>● Read: Work in Sports Playbook</li> <li>● Watch lecture videos</li> <li>● Discussion 2</li> <li>● Assignment (1)</li> </ul>
<p><b>Module 3: Developing Writing and Interviewing Skills</b></p>	<ul style="list-style-type: none"> <li>● Read Chapters 6-7</li> <li>● Watch lecture videos</li> <li>● Discussion 3</li> <li>● Assignment (3)</li> </ul>
<p><b>Module 4: The Print Media, Broadcast Media, and Social Media</b></p>	<ul style="list-style-type: none"> <li>● Read Chapters 3-4</li> <li>● Watch lecture videos</li> <li>● Discussion 4</li> <li>● Assignment (2)</li> </ul>
<p><b>Module 5: Sports Information Specialists Using the Internet Creating Media Guides</b></p>	<ul style="list-style-type: none"> <li>● Read Chapters 5&amp;8</li> <li>● Watch lecture videos</li> <li>● Discussion 5</li> <li>● Assignment (2)</li> </ul>
<p><b>Module 6: Event Management Managing The Sport Organization Media Relationship</b></p>	<ul style="list-style-type: none"> <li>● Read Chapter 9</li> <li>● Watch lecture videos</li> <li>● Discussion 6</li> <li>● Assignment (1)</li> </ul>
<p><b>Module 7: Publicity Campaigns</b></p>	<ul style="list-style-type: none"> <li>● Read Chapter 10</li> <li>● Watch lecture videos</li> <li>● Discussion 7</li> <li>● Assignment (1)</li> </ul>

<p><b>Module 8: Midterm Exam</b></p>	<ul style="list-style-type: none"> <li>● Read Midterm Study Guide</li> <li>● Watch lecture videos</li> <li>● Discussion 8</li> <li>● Midterm Exam</li> <li>● Assignment (1)</li> <li>● Mid-course Survey</li> </ul>
<p><b>Module 9: Crisis Management</b></p>	<ul style="list-style-type: none"> <li>● Read Chapter 11</li> <li>● Watch lecture videos</li> <li>● Discussion 9</li> <li>● Assignment (1)</li> </ul>
<p><b>Module 10: Fantastic Lies Case Study</b></p>	<ul style="list-style-type: none"> <li>● Read: <ul style="list-style-type: none"> <li>○ Duke Lacrosse Case</li> <li>○ Fighting the Journalist Perfect Storm</li> </ul> </li> <li>● Watch: Fantastic Lies-optional</li> <li>● Assignment (1)</li> </ul>
<p><b>Module 11: Sociological Aspects of Sports Global Sport Media Relations</b></p>	<ul style="list-style-type: none"> <li>● Read: <ul style="list-style-type: none"> <li>○ 12 Ways Sports Make A Positive Impact</li> <li>○ Read Chapter 12</li> </ul> </li> <li>● Watch lecture videos</li> <li>● Discussion 10</li> <li>● Assignment (1)</li> </ul>
<p><b>Module 12: Unmediated Sports Communication Corporate Social Responsibility in Sport</b></p>	<ul style="list-style-type: none"> <li>● Read Corporate Social Responsibility Strategy in Professional Sports</li> <li>● Watch lecture videos</li> <li>● Assignment (1)</li> </ul>

<p><b>Module 13: NCAA Money and Madness</b></p>	<ul style="list-style-type: none"> <li>● <b>Read:</b> <ul style="list-style-type: none"> <li>○ <b>Money and March Madness</b></li> <li>○ <b>High court passes on NCAA</b></li> </ul> </li> <li>● <b>Watch lecture videos</b></li> <li>● <b>Discussion-NCAA Case Study</b></li> </ul>
<p><b>Module 14: Law and Ethics in Sport Information</b></p>	<ul style="list-style-type: none"> <li>● <b>Read: Chapter 13</b></li> <li>● <b>Watch lecture videos</b></li> <li>● <b>Discussion 11</b></li> </ul>
<p><b>Module 15: Final Exam</b></p>	<ul style="list-style-type: none"> <li>● <b>Read: Exam Study Guide</b></li> <li>● <b>Assignments:</b> <ul style="list-style-type: none"> <li>○ <b>Sports Organization Project</b></li> <li>○ <b>Sports Organization Project Peer Eval</b></li> <li>○ <b>End-of-semester Survey</b></li> </ul> </li> </ul>