



**UNSW**  
SYDNEY

Australia's  
Global  
University



# MDIA5005

Sports, Media and Culture

Semester One // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Scott Shaner	s.shaner@unsw.edu.au	Thursday 1530-1630 (or by appointment)	Robert Webster Building, Room 311E	93856804 (prefer email)

### School Contact Information

Room 312, level 3 Robert Webster Building

Phone: (02) 9385 4856

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

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

For more information about the attendance protocols in the Faculty of Arts and Social

Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Academic Information**

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Course Details**

### **Credit Points 6**

### **Summary of the Course**

This course introduces students to the cultural, political and economic role played by sport globally. It aims to develop their understanding of the role played by the media in commercialising sport and in globalising audiences for sport. It will also develop students' understanding of sports media and public relations practice.

Topics include: the cultural, political and economic roles of sport; globalised sports and sports audiences; sports fans; new media impacts on sports reporting and public relations; gender in sports and sports media and public relations; sports branding, promotion and marketing; and research and interview techniques for sports writing.

### **At the conclusion of this course the student will be able to**

1. Demonstrate a critical understanding of sport media and promotion.
2. Demonstrate a critical understanding of sport communication genres.
3. Demonstrate practical skills in multiple genres of communication

### **Teaching Strategies**

This is a Blended delivery/ flipped course, combining weekly online lectures (delivered via Moodle) with intensive face-to-face workshops. It reflects my position that graduate's practice within the field will require an advanced theoretical and practical understanding of the evolving space of sports media within the fields of journalism and communications. This course will assist students in developing critical research and communication and team-work skills that will enhance their practice as media professionals.

## Assessment

This course is delivered in 'blended/flipped' mode, which means the lectures are online, for you to listen to in your own time. When we are together in our 3-hour seminars we will spend MOST of our time actively working on group and individual assessment tasks. This means you need to come to class prepared to both **listen** and **contribute** to small and large group discussions and activities (and to do some writing based on your understanding of course readings and online lectures). Please bear in mind, you will need to be self-motivated to get the most out of this class!

**Please note: Attendance at all four seminars is COMPULSORY. An OPTIONAL face-to-face Essay Clinic will be offered in Week 13.**

**If you want to discuss assessments between face-to-face workshops, please attend Scott's consultation hour: Thursdays 3:30-4:30pm in Robert Webster Building, Room 311E. No appointment is necessary for a meeting at this time.**

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Reflective journal	20%	25/05/2018 04:40 PM	1
Research Essay	35%	08/06/2018 04:40 PM	1,2,3
Sport Journalism group blog	45%	09/04/2018 04:40 PM	1,2,3

## Assessment Details

### Assessment 1: Reflective journal

**Start date:**

**Length:** 10 x 150-200 words

**Details:** 1500 words. Students will receive formative feedback (verbal), and summative feedback (written).

### Additional details:

You will need to make a journal entry each week, directly related to an aspect of lectures and/or course readings from weeks 1-5 and 7-11 (we have no class Week 6) Each journal entry should briefly:

Describe the example you have chosen from lecture content or course readings, and explain why you chose this as your outstanding learning area for this week. Did it challenge/surprise/infuriate/inspire you? Why? Finally, you should state what you have personally learned from the lecture or reading.

You will be assessed according to the following criteria:

- Ability to critically analyse and reflect on course content (as outlined above)
- Ability to write clearly and concisely

This assessment will be discussed in Lectures and Workshops. You are invited to submit a **HARD COPY** of your journal entries for Weeks 1-4 during seminar 2. You will receive written feedback (via email) by the end of Week 6. Please note you will **NOT** receive a mark for your draft, and submitting a draft is **NOT** compulsory.

**The FINAL due date for ALL TEN journal entries is Friday 25 May, 5pm.** You should submit the complete journal as a single word document or pdf via Turnitin.

**Submission notes:** Please submit your journal as a Word doc or PDF file.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## **Assessment 2: Research Essay**

**Start date:**

**Length:** 2000 words

**Details:** 2000 words. This is the final assessment task. Formative feedback on essay drafts, summative feedback (written) in exam period.

### **Additional details:**

This essay allows you to research a topic of your own choosing (clearly linked to the content for this course). If you are particularly interested in a specific aspect of sports journalism, sport branding or sport promotion, this is your opportunity to explore the topic in depth. We will work together to develop your research questions in Seminar 3 (Weeks 7 or 8), and you have the (optional) opportunity to attend a one-hour 'Essay Clinic' in Week 12 (details provided on Moodle). Please note, an optional face-to-face Essay Clinic will be offered early in Week 13.

You **must** use in-text referencing in this essay ([APA](#) or [Harvard](#)), including an appropriate reference list at the end of the essay. **Marks will be deducted for essays that do not demonstrate a serious attempt at proper referencing.** Around 10 references would be appropriate - with a minimum of 3 references from scholarly sources (ie academic journals, book chapters). Please note that where you are citing a document with page numbers (including pdfs of research reports) you must cite the exact page (not just year of publication) when quoting or paraphrasing.

You will be assessed according to the following criteria:

- Ability to critically analyse and reflect on course content
- Ability to research using academic and non-academic sources
- Ability to accurately and ethically cite academic and non-academic sources
- Ability to communicate clearly and concisely, using language appropriate to the intended

audience.

You will submit your proposal as a word document or pdf on Turnitin.

**Submission notes:** null

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### **Assessment 3: Sport Journalism group blog**

**Start date:**

**Length:** 700 word blogpost plus 700 word individual contribution statement

**Details:** This is a portfolio assessment, consisting of a 2800 word group blog (4-5 people per group), a group presentation and a 700-1000 word individual contribution statement. Each student must submit the text of their blog post (700 words), the URL of their blogpost (to allow assessment of AV and social media elements) and an individual contribution statement outlining their contribution to the collaborative blog design/construction process (700 words). 30% of the mark is allocated to the group blog, the remaining 15% is allocated to the individual student contribution statement. Formative feedback (verbal) on group presentation workshop, summative feedback (written) on portfolio.

#### **Additional details:**

Each group blog will contain four blog posts, exploring a key topic from sports media and culture (ie gender and sexuality, globalisation, sports fans etc) from a journalistic perspective. You will participate in groupwork to choose your blog topic, and build your basic blogging framework (ie theme, welcome posts and 'about' pages). You will then research and write your individual blog post in the form of: an original news story, an original interview/profile, or a short news feature story. Please note, at least ONE blog post should report on the UNSW ARC Festival of Sport: <http://www.arc.unsw.edu.au/play/festival-of-sport>

**IMPORTANT:** Opinion or 'comment' pieces are not appropriate for this assessment task.

This is a portfolio assessment task. To complete it successfully you must:

1. Participate in group work and blog planning in Seminar One;
2. Participate in the construction of a WordPress blog, and contribute one 700 word post to your group blog;
3. Participate in on-going discussions with your group (online and/or in-person) in weeks 2-5;
4. Participate in a group presentation and final polishing of your group blog in Week 4 or 5;
5. Write an Individual Contribution Statement which:

Describes your contribution to the group process, explains why and how you made the contributions you did, and states what you personally learned from the process. You may also wish to (briefly) comment on the group dynamic, and the contributions of your fellow group-members.

You will be assessed according to the following criteria:

- Ability to participate constructively in small groups, including blog design and planning process (as outlined above)
- Ability to critically analyse and reflect on course content (as outlined above)
- Ability to research using academic and non-academic sources
- Ability to accurately and ethically cite academic and non-academic sources
- Ability to communicate clear, coherent stories and arguments, orally and in writing.
- Ability to integrate appropriate multi-media story-telling elements (ie podcasts, images etc)

This assessment will be discussed and commenced in Workshop One (Week One), and you will present your blogs to the class (and add finishing touches) in Seminar Two (Week 4 or 5). Please submit your 700 word individual blog post PLUS your 700 word Individual Contribution Statement as a single 1400 word document or pdf on Turnitin.

### Notes on Blogs and Blogging

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

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

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

### Noble Blogger Guidelines: How to Cite

**Pictures** <http://writtent.com/blog/the-honor-code-of-a-noble-blogger-how-to-cite-pictures>

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

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

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

**Remember your voice:** Show off your originality, creative flair, and unique insights. Have fun writing your posts and make them fun to read. Original, creative, and unique posts will be the ones that your readers will choose to respond to.

**Submission notes:** Each individual should submit a word doc with your blog URL, your blog post PLUS your contribution statement

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

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

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,

\* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Web	<p><b>Lecture (on Moodle) Course Introduction and overview</b></p> <p>Essential reading (see links in Moodle):</p> <p>Nicholson, M., Zion, L. and Lowden, D (2011) 'A Profile of Australian Sports Journalists (Revisited)' <i>Media International Australia, Incorporating Culture and Policy</i> No 140, August 84-96</p> <p>Boyle, R (2006) 'Engaging with sports journalism: context and issues' in <i>Sports Journalism: Context and Issues</i>, London: Sage pp 7-29 (e-book available from UNSW Library)</p>
	Seminar	<p><b>Seminar 1 (H17A): 3 Hour Face-to-Face Intensive Workshop</b></p> <p>When: Thursday 1st March 5-8pm Where: Mathews Building Room 107</p> <p><i>Activities include:</i></p> <p>Introductions</p> <p>Exercises ie sports interviewing &amp; writing, issues in contemporary sport media</p> <p>Introduction to group blogging assessment</p> <p>Establishing basic Wordpress blogs in groups</p> <p><b>REMINDER: Attendance at all seminars is COMPULSORY. An OPTIONAL face-to-face Essay Clinic will also be offered in Week 12.</b></p>
Week 2: 5 March - 11 March	Web	<p><b>Lecture (on Moodle) - Sports journalism and promotion: some critical reflections</b></p> <p>Essential Readings (links in Moodle)</p> <p>Boyle, R (2006) 'Sports journalism in a promotional age' in <i>Sports Journalism: Context and Issues</i>, London: Sage pp 102-127 (e-book available from</p>

		<p>UNSW Library)</p> <p>Sugden, J. &amp; Tomlinson, A. (2007). 'Stories from Planet Football and Sportsworld', <i>Journalism Practice</i>, 1:1, 44-61</p> <p>Rowe, D. (2013) 'On scandal after scandal, sports journalists drop the ball', <i>The Conversation</i></p>
	Seminar	<p><b>Seminar 1 (H17B): 3 Hour Face-to-Face Intensive Workshop</b></p> <p>When: Thursday 8th March 5-8pm Where: Mathews Building Room 107</p> <p><i>Activities include:</i></p> <p>Introductions</p> <p>Exercises ie sports interviewing &amp; writing, issues in contemporary sport media</p> <p>Introduction to group blogging assessment</p> <p>Establishing basic Wordpress blogs in groups</p> <p><b>REMINDER: Attendance at all seminars is COMPULSORY. An OPTIONAL face-to-face Essay Clinic will also be offered in Week 12.</b></p>
Week 3: 12 March - 18 March	Web	<p><b>Lecture (on Moodle) - The business of sport</b></p> <p>Essential Readings (links in Moodle)</p> <p>Smith, A.C.T and Stewart, B (2010) 'The special features of sport: a critical revisit', <i>Sport Management Review</i> February, pp1-13</p> <p>Hutchins, B. and Rowe, D. (2014) Chapter 2 'Television and the Internet' in <i>Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport</i>. London: Routledge pp 20- 45</p> <p>Costa, A (2013) 'What's in a name: The real value of sponsorship', <i>Sports Business Insider Blog: Brand Sport</i></p>
Week 4: 19 March - 25 March	Web	<p><b>Lecture (on Moodle) - Sport, politics and national identity</b></p> <p>Essential readings (links on Moodle)</p> <p>Cashman, R. (2009). Asia's place in the imaging of</p>

		<p>Australian sport. <i>Sport and Society: Cultures, Commerce, Media, Politics</i> 12 (6) 933-946</p> <p>Dzankic, J. (2012). London's Olympics show that the links between sports, citizenship, politics and national identity are as tangible as ever. <i>London School of Economics Blog</i></p> <p>Rowe, D. (2012) 'The bid, the lead-up, the event and the legacy: global cultural politics and hosting the Olympics', <i>The British Journal of Sociology</i> 63 (2), 285 -305</p>
	Seminar	<p><b>Seminar 2 (H17A) - 3 Hour Face-to-Face Intensive Workshop (COMPULSORY)</b></p> <p>When: Thursday 29 March 2-5pm Where: Mathews Building Room 107</p> <p><i>Activities include:</i></p> <p>Group blog work-in progress presentation.</p> <p>Your presentation should:</p> <p>a) Introduce your blog's central topic (ie Soccer as a Global Sport), and briefly explain your individual posts. You should not tell us ALL about your blog, just the most important aspects.</p> <p>b) Show the class your current version of your group Wordpress blog (and any associated social media accounts)</p> <p>c) Tell us what you are planning to next. You will receive verbal feedback in this session, so you should also ask for some support at this point if you need it.</p> <p>OPTIONAL: If you would like some work-in-progress feedback on your first four Reflective Journal entries, please bring a hard copy of your journal to class this week. Your document should include: Your name, your student number, the day and time of your class (ie Thursday 5-8pm), and your journal entries for Weeks 1-4 (no more than 200 words per entry).</p> <p>We will also discuss readings and other issues arising from the first 4 weeks of lectures in this session.</p>
Week 5: 26 March - 1	Web	<b>Telling stories about athlete's abilities and</b>

April

**disabilities**

Essential reading (links in Moodle)

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

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

Wolbrig, G. and Litke, B. (2012). Superhip to supercrip: the ‘trickle-down’ effect of the Paralympics. *The Conversation*

Seminar

**Seminar 2 (H17B) - 3 Hour Face-to-Face Intensive Workshop (COMPULSORY)**

When: Thursday 12 April 2-5pm Where: Mathews Building Room 107

*Activities include:*

Group blog work-in progress presentation.

Your presentation should:

a) Introduce your blog's central topic (ie Soccer as a Global Sport), and briefly explain your individual posts. You should not tell us ALL about your blog, just the most important aspects.

b) Show the class your current version of your group Wordpress blog (and any associated social media accounts)

c) Tell us what you are planning to next. You will receive verbal feedback in this session, so you should also ask for some support at this point if you need it.

OPTIONAL: If you would like some work-in-progress feedback on your first four Reflective Journal entries, please bring a hard copy of your journal to class this week. Your document should include: Your name, your student number, the day and time of your class (ie Thursday 5-8pm), and

		<p>your journal entries for Weeks 1-4 (no more than 200 words per entry).</p> <p>We will also discuss readings and other issues arising from the first 4 weeks of lectures in this session.</p>
Week 6: 9 April - 15 April	Web	<b>POSTGRADUATE READING WEEK - NO LECTURE THIS WEEK</b>
Week 7: 16 April - 22 April	Web	<p><b>Sport media, sexuality and gender</b></p> <p>Essential readings (links in Moodle):</p> <p>Boyle, R (2006) 'Gendered Sport? Gendered Sports Journalism?' in <i>Sports Journalism: Context and Issues</i>, London: Sage pp 144-159</p> <p>Caple, H., Greenwood, K., Lumby, C. (2011). In what league? The representation of female athletes in Australian television coverage. <i>Media International Australia, incorporating Culture &amp; Policy</i> (140), 137-146</p> <p>Kian, E., Anderson, E., Vincent, J., Murray, R (2013) Sport journalists' views on gay men in sport, society, and within sport media <i>International Review for the Sociology of Sport</i> October (pre-print)</p>
Week 8: 23 April - 29 April	Web	<p><b>Sport and celebrity</b></p> <p>Essential readings (links in Moodle)</p> <p>Jackson, S. and Andrews, D.L., 2012. Olympic celebrity – introduction. <i>Celebrity Studies</i>, 3(3), pp.263-269.</p> <p>Gilmour, C. and Rowe, D. (2010). When Becks came to Sydney: multiple readings of a sport celebrity, <i>Soccer &amp; Society</i> 11 (3) 229-241</p> <p>Summers, J., Morgan, M. (2008). 'More than just the media: Considering the role of public relations in the creation of sporting celebrity and the management of fan expectations', <i>Public Relations Review</i> 34(2): 176-182</p>

	Seminar	<p><b>Seminar 3 (H17A) - Three Hour Face-to-Face Intensive Workshop (COMPULSORY)</b></p> <p>When: Thursday 26 April 5-8pm Where: Mathews Building Room 107</p> <p><i>Activities include:</i></p> <p>'Write Your Own Essay Question' workshop</p> <p>Discussion of readings and lectures, Weeks 5-8</p> <p>General feedback on reflective journal drafts and group blogs</p>
Week 9: 30 April - 6 May	Web	<p><b>Sport, celebrity and scandal: crisis communication vs community engagement</b></p> <p><b>Content advisory: this week's lecture and readings contain references to sexual assault, but DO NOT contain graphic images or written descriptions of sexual violence.</b></p> <p>Essential readings (links in Moodle)</p> <p>Lewis, R. and Kitchin, P (2010) 'Sport in the community' in M. Hopwood, P. Kitchin, &amp; J Skinner (eds). <i>Sport public relations and communication</i>. Sydney: Butterworth-Heinemann. Pp 87-104 (e-book access via UNSW Library)</p> <p>Albury, K., Carmody, M., Evers, C. and Lumby, C., 2011. 'Playing by the rules: researching, teaching and learning sexual ethics with young men in the Australian National Rugby League'. <i>Sex Education</i>, 11(3), pp. 339-351.</p> <p>Dimitrov, R., 2008. Gender violence, fan activism and public relations in sport: The case of "Footy Fans Against Sexual Assault". <i>Public Relations Review</i>, 34(2), pp.90-98.</p>
	Seminar	<p><b>Seminar 3 (H17B) - Three Hour Face-to-Face Intensive Workshop (COMPULSORY)</b></p> <p>When: Thursday 26 April 5-8pm Where: Mathews Building Room 107</p> <p><i>Activities include:</i></p> <p>'Write Your Own Essay Question' workshop</p> <p>Discussion of readings and lectures, Weeks 5-8</p>

		General feedback on reflective journal drafts and group blogs
Week 10: 7 May - 13 May	Web	<p><b>Sporting fan cultures and fan media</b></p> <p>Essential reading (links in Moodle)</p> <p>Bicknell, K (2011) 'Sport, Entertainment and the Live(d) Experience of Cheering', <i>Popular Entertainment Studies</i> , 2(1) pp 96- 111</p> <p>Hopwood, M (2010) 'The Public Relations Role of Fans and Supporter Groups' in M. Hopwood, P. Kitchin, &amp; J Skinner (eds). <i>Sport public relations and communication</i>. Sydney: Butterworth-Heinemann. Pp 139- 152(e-book access via UNSW Library)</p> <p>Hutchins, B. and Rowe, D. (2014). Chapter 5 'Online Crowds and Fandom' in <i>Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport</i>. London: Routledge pp 100- 124 (e-book, access via UNSW Library)</p>
Week 11: 14 May - 20 May	Web	<p><b>Digital media and networked sport cultures</b></p> <p>Essential reading (links in Moodle)</p> <p>Readings:</p> <p>Hutchins, B. (2011) 'The acceleration of media sport culture: Twitter, telepresence and online messaging', <i>Information, Communication &amp; Society</i> 14(2) 237-257 (in folder)</p> <p>Hutchins, B. and Rowe, D. (2014) Chapter 3, 'Networked Media Sport' in <i>Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport</i>. London: Routledge pp 125- 150 (e-book, access via UNSW Library)</p>
	Seminar	<p><b>Seminar 4 (H17A): Three Hour Face-to-Face Intensive Workshop (COMPULSORY)</b></p> <p>When: Thursday 24 May 2-5pm Where: Mathews Building Room</p> <p>Activities include:</p> <p>Essay draft workshop (please bring your one-page outline to class - details will be included in lectures for Weeks 10 and 11)</p> <p>Discussion and activities based on readings and</p>

		lectures Weeks 9-11
Week 12: 21 May - 27 May	Web	<p><b>Conclusions and future directions</b></p> <p>Essential readings (links via Moodle)</p> <p>Boyle, Raymond (2006) 'Conclusion: Sport, journalism and society' in <i>Sports journalism: context and issues</i> London/Thousand Oaks/New Delhi: Sage Publications pp 177- 183 (e-book, access via UNSW Library)</p> <p>Hutchins, B. and Rowe, D. (2014) Chapter 6, 'Sports Journalism: Convergence and a Leaking Craft' in <i>Sport Beyond Television: The Internet, Digital Media and the Rise of Networked Media Sport</i>. London: Routledge pp 125- 150 (e-book, access via UNSW Library)</p> <p>Thorpe, H. and Wheaton, B., 2011. 'Generation X Games', action sports and the Olympic Movement: understanding the cultural politics of incorporation. <i>Sociology</i>, 45(5), pp.830-847.</p>
	Seminar	<p><b>Seminar 4 (H17B): Three Hour Face-to-Face Intensive Workshop (COMPULSORY)</b></p> <p>When: Thursday 31 May 2-5pm Where: Mathews Building Room</p> <p>Activities include:</p> <p>Essay draft workshop (please bring your one-page outline to class - details will be included in lectures for Weeks 10 and 11)</p> <p>Discussion and activities based on readings and lectures Weeks 9-11</p>
Week 13: 28 May - 3 June	Tutorial	<p><b>1 Hour Face-to-Face Essay Clinic (OPTIONAL)</b></p> <p>Do you have questions about referencing? Are you struggling to complete your research essay)?</p> <p>Do you need face-to-face support?</p> <p>This one hour class will focus on the final research essay. Date and time to be decided in Seminar 4.</p>

## Resources

### Prescribed Resources

#### Prescribed Resources

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

Boyle, R. (2006) *Sports journalism: context and issues* London/Thousand Oaks/New Delhi: Sage Publications.

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

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

### Recommended Resources

**Other recommended resources include:**

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

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

Thorpe, H. (2014) *Transnational Mobilities in Action Sport Cultures* London: Palgrave MacMillan (e-book in UNSW Library)

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

### Course Evaluation and Development

This course will be evaluated via the MyExperience survey, and through informal feedback in class. As a result of feedback in previous years, I have adapted the course to include more face-to-face contact and group discussion activities.

### Image Credit

Bodies & Interfaces 2016

### CRICOS

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