Syllabus for

Business of Sports Communication
JMC 3181:0001

Fall Semester 2015
6:30 – 9:00 pm Tuesday
TILE classroom 1140 LIB

Note that this class is designed to be taken in a new 45-seat TILE classroom. TILE is an acronym for “Transform, Interact, Learn and Engage” [http://tile.uiowa.edu]. The classrooms are designed with seating in several small clusters that promote the concept of students collaborating in class to discover and develop course learnings. That process requires critical examination and often debate. Lectures are minimal. Additionally, classroom technology promotes sharing visual ideas with the larger class. Since the objective of the classroom architecture is that students are challenged (by me) on course objectives then learn them organically - both through individual research and group participation. You should be aware that grading is done both individually and collectively. If you are more comfortable with the traditional classroom setup and individual grading, this will be an adjustment!

Instructor and contact information
Charles Munro, Instructor
· Phone: 319 862-1739. (This is a direct line available to students anytime day or night!)
· E-mail: charles-munro@uiowa.edu.
· Office hours: Monday and Wednesday 2:00-3:30 pm in E328 AJB or by appointment.

Textbook (required)

Recommended books
· Matthew T. Brown et.al, Financial Management in the Sport Industry Paperback, 2010. $59.00
· Bernard Mullin, et. al, Sport Marketing 4th Edition (with web study guide), 2014. $85.89

Periodicals and journals (recommended)
· Supplement sports page reading with industry publications such as those listed on the site http://www.thebusinessofsports.com/required-reading. Many of these are available are available through the UI library “Libguide.” Check for links on the course ICON site.

Course description
Sports is more than just content that fills pages, screens, blogs, and posts on social media. Sports is packaged or consumption through sophisticated processes that court sponsors, cater to specific audiences, and compete for market share. Commercially driven companies, some of them powerful billion dollar businesses that play a key role in shaping sport’s cultural meanings. Divorced from business considerations like marketing, branding, and public relations, sport would look very, very different. This course provides a critical and practical introduction to the business of contemporary sport communication.
Why take this course
This course is designed for the student who aspires to work in the sports industry whether it be in covering events for media, promoting a team, or just being playing a part in one of a sports organization that makes it all happen. Experience has shown me that students who have the best understanding of how sports businesses operate and – most important – how effectively communicate their products and services are those most likely to succeed in sports professions.

What this course is not
This is not a sports skills course. You will not be covering fields of play. You will not be asked to analyze individual games, bouts or matches. Instead you will be studying the big picture – the relationship between business practices and the success (or failure) of sports products and organizations. Topics not covered include recreational (non-competitive) sports, health, or fitness. Other courses offer excellent opportunities to study those topics. Not this one.

Course learning outcomes
Successful students in the course will demonstrate mastery of the following six concepts:
* Understand that major sports organizations operate as businesses regardless of size and, thus, seeking a professional position with these organizations requires the ability to see the business environment in which they operate.
* Identify marketplaces in which organizations complete for audience (e.g. fans).
* Understand how to define, research and develop an audience (e.g. fan base)
* Understand how technology and distribution affect the success of sports business.
* Recognize what a brand is and the place it plays in communicating the features and benefits that marked a sports organization.
* Critically analyze the success (or failure) of sports organizations by applying measures commonly applied in the entertainment market sector that include as reference points product, content, distribution and value.

How you will earn your grade
You course grade will be based on how well you perform in the following FIVE areas that are weighted as follows:

1. WEEKLY DISCOVERIES AND PORTFOLIO (20%)
On the course ICON “Discussions” site each week you will find the topic: “Weekly Discoveries.” This is where you will be posting “hot items” – current events you found between classes in the news, trade, or business publications. Select items that would be interesting to the whole class. We will spend the first part of each class session discussing many of your weekly discoveries. I expect that you will post at least 12 such items throughout the semester. Similarly, I expect that you will reply to the postings of classmates posting at least 12 replies yourself. At the end of the semester you will collate your discoveries into a “Discovery Portfolio.” I will post instructions for how to complete the portfolio later in the semester.

You will also find a Discussions topic titled “Just Thinking.” This topic does not change weekly but remains up for the semester. This is where to post reflections and comments on any course related topic you wish (e.g. something from a reading, an in-class group discussion, or a thought or opinion you wish to share. You will be posting material that you find on your own throughout the semester. There are no minimum posting requirements for “Just Thinking” but I do consider it a part of your overall participation in the class.
2. **TEAM PROJECT (10%)**
   You will work with two teammates to select an industry issue either from a list that I will provide or from one that you wish to develop. You will research this issue and present it in class for discussion and critique. You will be graded collectively and share the team grade.

3. **CASE STUDY WRITTEN REPORT (20%)**
   You will select a sports organization and analyze it as a business. You will do so in two steps:
   1) Selection of topic and outline of content
   2) Written report
   The work will be peer reviewed and graded on the quality of your individual research and written analysis. I will provide a detailed explanation of assignment requirements.

4. **GROUP PROJECT (20%)**
   You will work with your group on a history and impact of a sports organization and its products (radio, TV, online content) paying special attention communication practices and how they reflect the goals of organization, then pitch a strategic plan for their future – a pitch for a sports program (radio, TV, online) that outlines the program, its audience, potential sponsors/advertisers, who might purchase it, how it might be programmed, and how it fits into the sports media marketplace. You will be graded collectively and share the group grade.

5. **TRACKING TESTS (10%)**
   You will take a review quiz on selected early weeks of the course. They review issues discussed in class and readings. They are designed to do two things: first, to ensure that you are tracking with course content to that point; and, second, to enable you to receive an early indication of how well you are understand and are applying key concepts. Your point score will be equivalent to the percentage of correct responses over all test questions.

6. **PARTICIPATION AND ENGAGEMENT (20%)**
   For these courses we use two standards to determine how you earn participation points.

   1. **Attendance.** The TILE classroom is designed to provide valuable information through class discussions. Two bad things happen if you miss a class or arrive; a) you lose the experience of collaborating with classmates in the discovery of key learning points; and 2) you let down your teammates who must increase their efforts to cover your absence. Missing and/or repeatedly arriving late to class /leaving early from class will lower your grade. **Ultimately, you are responsible for class material in any class you do not attend for any reason.** You may additionally be asked to write an apology to your teammates.

   2. **Engagement.** I expect a student not to be spectators but to be fully engaged by posting on ICON, by working vigorously on assignments, by offering thoughtful critiques, and by being active team discussions. Students wishing to earn the full participation points keep current with readings and asking for clarification when confused.
Standards for scoring points:
Each graded assignment will have an accompanying explanation of grading standards. Points are allotted on a 100-point scale; e.g., evaluation of how well the assignment performed assuming 100 points is the highest score possible. The one exception is the tracking tests which are scored on a percentage basis (100% is a perfect score). At the end of the course points are weighted as indicated above.

I will post standards for each graded assignment. As a general proposition the highest point scores on papers and group reports go to work that exemplifies these standards:

• *Written work* showed you have a clear grasp of the chosen topic, you articulated the issue clearly, identified its key points, and provided appropriate analysis or context (e.g. arguments for and against) that demonstrates your understanding of subject matter. Your facts are correct. You used a variety of sources and cited them well. “A” papers are well edited, succinct (not wordy), conform to style guidelines, and promptly completed.

• *Class presentation* was logically organized; key points were clearly explained and supported by visual aids. You were able to defend recommendations for action. Your sources appropriately referenced. You demonstrated a comprehensive understanding of the subject and good preparation. “A” oral presentations are thought provoking and command audience attention.

Application of these standards in grading must necessarily include a degree of subjectivity. *If you have concerns about the application of these standards or simply questions about how their interpretation, please contact me to discuss.*

Final grade calculation
Your final letter grade will be equivalent to sum of points you achieved and weighted as indicated above:

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Communicating with the instructor:
You should feel free to communicate with me at outside of class about course content,
procedures, standards, or to discuss matters of personal concern. I do not want a student ever to
feel constrained, intimidated, or in any way discouraged from using any of the following means
to reach me.

- Remain after class session. I will leave the classroom until I have addressed all student
issues.
- Schedule an appointment for a personal call at my direct number or by email. See the
first page of this syllabus for contact details. Please do not leave voicemail messages at
the university phone extension listed for me.

If you feel I have not resolved your complaint or concern, you should then feel free to contact Dr.
David Ryfe, Director of the School of Journalism and Mass Communication, in person at E305
AJB by arranging an appointment with SJMC Administrator, Rebecca Kick, at 319 335-3390.

Rules and Policies:
This course is subject to rules and policies established by the UI College of Liberal Arts and
Sciences. I have excerpted several of the more important ones on the next page. Please take a
moment to review them on the next page.

If you have questions or need clarification, please ask.
College of Liberal Arts and Sciences rules and policies:
The important rules and policies that follow apply to all of us who teach, learn, and administer in the College of Liberal Arts and Sciences. They also describe your rights to accommodation and the complaint procedure beyond that contained in the above paragraph.

Administrative Home
The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at http://clas.uiowa.edu/students/handbook.

Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences (Operations Manual, III.15.2, k.11).

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty
All CLAS students have, in essence, agreed to the College’s Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

CLAS Final Examination Policies
The final examination schedule for each class is announced around the fifth week of the semester by the Registrar. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the dates and times of each final exam, the complete schedule will be published on the Registrar’s web site.

Making a Suggestion or a Complaint
As specified on the preceding page, students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.
The Iowa Dozen

As one of more than 104 programs in journalism and mass communication accredited by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC), we must assess student learning to assure that each of our graduates meets the following standards. This course primarily addresses items that are in bold italics.

We learn...

1. To write correctly and clearly
2. To conduct research and gather information responsibly
3. To edit and evaluate carefully
4. To use media technologies thoughtfully
5. To apply statistical concepts appropriately

We value...

6. First Amendment principles for all individuals and groups
7. A diverse global community
8. Creativity and independence
9. Truth, accuracy, fairness, and diversity

We explore...

10. Mass communication theories and concepts
11. Media institutions and practices
12. The role of media in shaping culture
**Course plan**

Since an objective of the TILE classroom concept is to let topics grow organically from collaboration, this list of topics is highly subject to change as class dynamics evolve during the course. You are responsible for changes announced in class session or posted on our ICON site.

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<th>Date</th>
<th>Topics</th>
<th>Assignments for next week</th>
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| 1  | Tue 8/25 | **Introduction and expectations**  
Divide into “Circles” and “Teams”  
**Applying a business approach to analyzing sports:**  
- Research market sectors  
- Understanding terms (market, organization, content, product, distribution channel, audiences, consumer value, measures, results) | **Assignments for next week**  
Read text Chapters 1 -2  
(Discuss pp. 14-18 “Paradox of Commercialism”)  
Go to “Business of Sports Journals” (link on ICON “Content). Find and post a “Weekly Discovery” |
| 2  | Tue 9/1 | **Players (orgs.) and products**  
Discuss commercialism and “the show”  
Analyze output:  
- Products have content  
- Players are content creators  
- The Narrative (NBC Olympics/Pro wrestling) | **Assignments for next week**  
Read “Understand the Biggest Show in Media”  
Read text Chapters 3-4  
Begin work on Team Project  
- See topics list on ICON |
| 3  | Tue 9/8 | **Audiences (“the fans”)**  
Understanding how consumers set value  
- Time poverty (See text p. 8)  
- Standards and expectations  
- Leisure time decreasing p.8  
Strategy and marketing | **Assignments for next week**  
Tracking test  
Read text Chapters 6 - 7  
Read: Fortunato, “Pete Rozelle: Developing and Communicating the Sports Brand” |
| 4  | Tue 9/15 | **Team project presentations**  
Discussion and critique | **Assignments for next week**  
Read Vogan, “Creating and Sustaining America’s Game”  
Read Mocarski and Billings, “Manufacturing a Messiah: How Nike and LeBron James Co-Constructed the Legend of King James” |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
<th>Reading</th>
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| 5 Tue 9/22 | **Branding in sports**          | Recognizing the place a brand plays in the marketing success of an organization  
  - What it is  
  - How it works  
  - Logos | Read Walton, “From Rebel with a Cause to Hero with a Swoosh”  
  Read Egan, “Nike’s Women Problem” |
| 6 Tue 9/29 | **The Successful brand**        | Nike case study  
  Screening “Inside Nike” | Tracking Test  
  Finalize group present |
| 7 Tue 10/6 | **Case study topics review**    | Explain case study: two parts  
  1) Hot topic  
  2) Written report | Select case study hot topic |
| 8 Tue 10/13 | **Case study topic peer review** | Determine final case study topic | Submit case study hot topic  
  Peer review and return by 10/20  
  Read text Chapter 8 |
| 9 Tue 10/20 | **Measuring audiences**         | Research  
  1/3, 1/3, 1/3  
  Ratings across screens and out-of-home  
  Measures of success (ticket sales) | Tracking test  
  Read text Chapters 9-10  
| 10 Tue 10/27 | **Impact of technology**       | Big screens (no TV in much of history)  
  Streaming (1959 Colds-Giants “greatest game.”) | Assign group project |
| 11 Tue 11/3 | **Case study class presentation** | Discussion and critique | Case study due  
  Read Johnson, “Monday Night Football: Brand Identity” |
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<th>Date</th>
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<tr>
<td>12</td>
<td>Tue</td>
<td><strong>Sports television</strong></td>
<td>Reading on sports future TBA</td>
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<tr>
<td>11/10</td>
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<td>How TV reshaped sports</td>
<td>Work in groups of final presentation</td>
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<tr>
<td>13</td>
<td>Tue</td>
<td><strong>Future of sports business</strong></td>
<td>No classes</td>
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<td>11/17</td>
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<td>Guest speaker TBA</td>
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<td>14</td>
<td>Tue</td>
<td><strong>Thanksgiving Break</strong></td>
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<td>15</td>
<td>Tue</td>
<td><strong>Final Group Presentations</strong></td>
<td>Complete all work by next week</td>
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<td>16</td>
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<td><strong>Final Group Presentations</strong></td>
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<td>Submit Discovery Portfolio</td>
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