SJMC DEO: Dr. Julie Andsager (AJB, Room E3450B)

Instructor: David Schwartz
Office hours: Right after class, and by appointment
Office: AJB, Room E341

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JMC:3185:0001 Sports Media Survey

Policies relating to this course are governed by the College of Liberal Arts and Sciences

The University of Iowa
College of Liberal Arts and Sciences
Department of Journalism and Mass Communication

Description of Course
Students will survey current and recent storylines in sports media. They will examine the rise, fall and rise of LeBron James; the media’s handling of Michael Jordan; coverage of Danica Patrick; and Hawkeye football in the digital age. In this reading-intensive course, students will be introduced to the work of sports media's past and present greats (and not so greats). Students will engage in discussions and cordially debate current events in sports and sports media, as well as topics such as anonymous sources; the differences between covering college, professional and high school athletics; and online sports media, including blogs and social media.

Objectives and Goals of the Course
To attempt to discover why sports media is what it is and does what it does. To ask how sports media help shape public opinion, reflect public opinion, and spite it. To learn why media continue to roll out Brett Favre stories when it appears everyone -- including media producers -- have grown sick of the story. To follow shifts in the tone of media when discussing certain athletes, and to find a pattern in those shifts. And to explore how modern technologies are influencing modern sports media. We will touch on sports media history only briefly, early in the semester. The majority of the stories we track originate in the 1980s, ‘90s and 2000s.

Required texts

- Everything else will be on ICON. Regarding readings. 1) Keep up, and 2) Discuss.
Assignments & grades

Grading system and use of the +/-

Please note that the grade of A+ is very rarely given in this course and only in extraordinary situations. Grades are given as prescribed by CLAS: a ‘C’ represents average work, ‘B’ good, ‘A’ great, ‘D’ below average.

Assignments and Percentage of Final Grade

Final grades are based on a 500-point system, broken down as follow:

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>500</td>
<td>Total points (See Iowa Dozen – included – for standards)</td>
</tr>
<tr>
<td>150</td>
<td>Annotated bibliography of a Story Evolution. We will discuss as this gets closer.</td>
</tr>
<tr>
<td>250</td>
<td>Final analysis of a Story Evolution. We will discuss as this gets closer.</td>
</tr>
<tr>
<td>100</td>
<td>Class participation</td>
</tr>
<tr>
<td></td>
<td>Participate in daily discussions. … When you’re in the classroom, be in the classroom.</td>
</tr>
<tr>
<td></td>
<td>… Engage in daily current-event discussions as well as those born from readings.</td>
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Course policies

Course attendance and timeliness

Except in cases of death in the family, illness serious enough to keep you home, or other genuine emergencies or crises, you are expected to attend all class meetings. If you have a valid reason for an absence, notify the instructor by e-mail ahead of time, and provide relevant documentation. Missing classes greatly reduces your opportunity for scoring an above-average grade in the course. Showing up late to class corrupts discussions and your team’s goals.

Participation in class discussions

This is essential both to the function of the class and to your final grade.

Timely completion of assignments

Except in cases of death in the family, illness serious enough to keep you home, or other genuine emergencies or crises, you are expected to complete all assignments as scheduled. If you have a valid reason for not completing something on time, notify the instructor by e-mail ahead of time, and provide relevant documentation.
Electronic etiquette policy
The instructor owns the prerogative to ban laptops, tablets and smartphones from class if they are being used for non-course functions during class.

Calendar of course assignments

Subject to change

Week 1
June 16-18
Topic 1: How we got here. A survey of sports media up to this point (so we can spend the rest of the semester focusing on the present).
Topic 2: LeBron James: The rise and fall, and rise and fall, and rise and …
Readings:
• For Tuesday’s class: de Botton Preface and Ch. v, Celebrity
• For Wednesday’s class: All LeBron James readings (ICON)

Week 2
June 23-25
Topic: Tiger Woods: When a god becomes mortal
Readings:
• For Monday’s class: de Botton Ch. vii, Consumption
• For Tuesday’s class: All Tiger Woods readings (ICON)

Week 3
June 30-July 2
Topic: Hawkeye football, and why there is no worse sport to cover in America than college football
Readings:
• For Monday’s class, Branch: The Shame of College Sports (ICON)
• For Tuesday’s class: All Hawkeye football and college football readings
DUE: Tuesday, July 1, bring to class your proposed Story Evolution topic (we will discuss this during the first week of class)
Week 4
July 7-9
Topic: The curious case of Kevin Garnett
Readings:
• For Monday’s class: de Botton Ch. iv, Economics
• For Tuesday’s class: All Garnett and NBA readings (ICON)

Week 5
July 14-16
Topic: The World Cup
Readings:
• For Monday’s class: de Botton Ch. iii, World News
• For Tuesday’s class: All World Cup readings (ICON)
DUE: By 11:59 p.m. on Wednesday, July 16, annotated bibliography for Story Evolution, in ICON dropbox (we will go over this assignment early in Week 3)

Week 6
July 21-23
Topic: Swimming against the tide: dissident sports media
Readings:
• For Monday’s class: de Botton Ch. ii, Politics
• For Tuesday’s class: All dissident sports media readings (ICON)

Week 7
July 28-30
Topic: Where we’re headed, or, Remember Tim Tebow!
Readings:
• For Monday’s class: de Bottom Conclusion (p. 241-255)
• For Tuesday’s class: Where we’re headed readings (ICON)

Week 8
Aug. 4 only (we will not meeting Aug. 5-6 to give you time to work on final projects)
Topic: The athlete who started it all: Michael Jordan.
Readings: For Monday, everything Jordan-related on ICON
DUE: By 11:59 p.m. on Wednesday, Aug. 8, final analysis of Story Evolution, in ICON dropbox (we will go over this assignment early in Week 6)
About your instructor
Prior to joining the UI in 2007, David Schwartz was a national leader in digital media innovation. He served as managing editor for news and photography for Shaw Suburban Media in Chicago, overseeing the news operations for three websites and two daily newspapers. Previous to that he was sports editor for three years, including 2007, when the Northwest Herald was one of nine news sites in the country to be named Top 10 nationally for daily coverage, Sunday coverage, and coverage in a special section. As editor of McHenryCountySports.com, he increased unique visitors by more than 120 percent in one year and later went on to present his work at the APSE national convention, where sports editors from the L.A. Times, Washington Post, Dallas Morning News and other publications attended Schwartz’s sessions to learn about online prep sports innovation.

Before becoming an editor, Schwartz was a beat writer in Chicago covering Major League Baseball, college football and basketball, and high schools, and he provided coverage in a supporting role for the NBA, NHL, NFL and PGA.

Schwartz, a Ph.D. candidate in the University of Iowa School of Journalism and Mass Communication, earned his B.A. from the University of Iowa and his M.S. from Northwestern University’s Medill School of Journalism. He held internships at the Dallas Morning News, Arizona Republic and Chicago Tribune and worked part time at The Washington Post before landing his first job at The Sporting News, where he worked as an editor for the publication’s weekly and annual publications as well as its fledgling online coverage. He currently sits on the board of directors for the Iowa Center for Public Affairs Journalism and is on the advisory committee for the Journalism Education Association’s digital committee.

College of Liberal Arts and Sciences

Policies and Procedures

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 Academic Handbook.  www.clas.uiowa.edu/students/academic_handbook/index.shtml
Academic Fraud
Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is reported to the departmental DEO and to the Associate Dean for Academic Programs and Services who enforces the appropriate consequences. [www.clas.uiowa.edu/students/academic_handbook/ix.shtm](http://www.clas.uiowa.edu/students/academic_handbook/ix.shtm)

Making a Suggestion or a Complaint
Students with a suggestion or complaint should first visit the instructor, then the course supervisor and the departmental DEO. Complaints must be made within six months of the incident. [www.clas.uiowa.edu/students/academic_handbook/ix.shtml#5](http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml#5)

Accommodations for Disabilities
A student seeking academic accommodations should register with Student Disability Services and meet privately with the course instructor to make particular arrangements. For more information, visit this site: [www.uiowa.edu/~sds/](http://www.uiowa.edu/~sds/)

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit [www.sexualharassment.uiowa.edu](http://www.sexualharassment.uiowa.edu) for definitions, assistance, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, the class members should seek shelter in the innermost part of the building, if possible at the lowest level, staying clear of windows and free-standing expanses. The class will continue if possible when the event is over. (Operations Manual 16.14.i.)

Important University of Iowa Deadlines for Off-Cycle Courses
(Note: Use only for off-cycle courses. To find the deadlines for a particular course, visit this Registrar site and type in the course number and title: [www.registrar.uiowa.edu/more/coursedeadlines.aspx](http://www.registrar.uiowa.edu/more/coursedeadlines.aspx))
Since this course begins or ends at a time different from other courses, please be aware of these deadlines:
Last day to add: Monday, Jan. 31
Last day to drop: Monday, April 4

*The CLAS policy statements have been summarized from the web pages of the College of Liberal Arts and Sciences.*
The Iowa dozen

As one of more than 100 programs in journalism and mass communication accredited by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC), we assess student learning to assure that each of our graduates meets the following standards.

We learn to ...

1. Write correctly, clearly and well.
2. Conduct research and gather information responsibly.
3. Edit and evaluate carefully.
4. Use media technologies thoughtfully.
5. Apply statistical concepts accurately.

We value ...

6. Free speech and First Amendment principles for all individuals and groups.
7. A diverse global community.
8. Creativity and independence.

We explore ...

10. Theories and concepts.
11. The history, structure and economy of media institutions
12. The role of media in shaping cultures.