

# SPM 3403–Sport Information Management

Fall 2020

College of Health and Human Performance  
University of Florida

---

Instructor: Eric Esterline

Place: ONLINE

**\*\*\*LIVE CLASS MEETING - TUESDAYS 10:40 a.m. - 11:30 a.m.\*\*\***

<https://ufl.zoom.us/j/91444311297?pwd=a0NqRFIadHhaVINSeFltOUtQOTdqdz09>

Meeting ID: 914 4431 1297

Passcode: 779007

---

E-Mail: [eeesterline@jou.ufl.edu](mailto:eeesterline@jou.ufl.edu)

Twitter: [@ericesterline](https://twitter.com/ericesterline)

TA: Inje Cho ([colincho88@ufl.edu](mailto:colincho88@ufl.edu))

Course Hashtag: #UFSportInfo

Office Hours: Please make appointment

Office: Weimer Hall 2311 (INC)

Phone: (352)846-0172

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.\*\*\*

---

## **Overview and Objectives**

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.

## **Course Learning Objectives**

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

- (1) Demonstrate an understanding of the basic skills necessary to effectively carry out day-to-day responsibilities in sports information professions

- (2) Demonstrate understanding of the careers that are available in the sport communication and sport information management field
- (3) Demonstrate understanding of organizational and leadership communication in sport information management
- (4) Demonstrate ability to generate content, including effective writing, from a sports perspective
- (5) Demonstrate ability to effectively integrate technology and social media skills with sports organizations goals
- (6) Distinguish between sports information management perspectives and sports journalism
- (7) Demonstrate understanding of organizational and leadership communication in sport information management
- (8) Demonstrate understanding and skill strategies in handling negative publicity and communications crises in sports organizations
- (9) Demonstrate skill for assisting athletes, coaches, sports executives and owners to effectively handle media interviews
- (10) Demonstrate understanding of the ethics and values of sports communications

### **Course Grades**

The Following table outlines the point-accruing components of the course. The total points earned from each component will be summed and divided by the total points possible in the course.

<b>Evaluation Components</b>	<b>Points Per Component</b>	<b>% of Total Grade</b>
Online Discussions (10)	25 pts each = 250 pts	25%
Case Study Discussions (2)	55 pts each= 110 pts	10%
Midterm (1)	100 pts each = 100 pts	10%
Sports Organization Project (1) <ul style="list-style-type: none"> <li>● Team Assignments (10)</li> <li>● Group Presentation (1)</li> <li>● Peer Review (1)</li> <li>● Writing Assignments (2)</li> </ul>	Various = 300 pts <ul style="list-style-type: none"> <li>● 100 pts</li> <li>● 50 pts</li> <li>● 50 pts</li> <li>● 100 pts</li> </ul>	30%
Final Exam (1)	140 pts each = 140 pts	14%
Attendance (1)	100 pts each = 100 pts	10%
<b>Total</b>	<b>1000 pts</b>	<b>100%</b>

### **Assignment Descriptions**

**Writing Assignments (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.

**Online Discussion (11 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 insure you participate properly.

**Case Study Discussions (2 assignments)** - Students will read, view and research content related to a topic and post their thoughts and opinions surrounding that topic.

Points	14-15	10-13	5-9	1-4	0
<b>Quality of Post (5 pts)</b>	Appropriate comments: thoughtful, reflective, and respectful of others postings	Appropriate comments and responds respectfully to others postings	Responds with average effort providing obvious information without further analysis	Responds, but with minimum effort. (e.g. "I agree with Bill)	No Posting
<b>Relevance of Post (5 pts)</b>	Post topics related to discussion topic; prompts further discussion of topic	Posts topics that are related to discussion content	Posts topics which do not relate to the discussion content	Makes short or irrelevant remarks	No Posting
<b>Contribution to the Learning Community (5 pts)</b>	Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic	Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Makes little effort to participate in learning community as it develops	Does not make effort to participate in learning community as it develops	No feedback provided to fellow student(s)

**Sports Organization 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, readings and guest speakers. The presentation will require students to provide suggestions as to how the organization could have met those goals more effectively. More details will be provided in class.

**Midterm (1 test; 100 points) and Final Exam (1 test; 140 points)** – Students will be tested on material covered in class with an assortment of multiple choice, true/false and essay questions.

**Grading (grades are rounded up or down to the nearest whole number for grading purposes)**

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

## Course Outline

<b>Week 1 (8/31)</b> INTRODUCTION TO CLASS AND INTRO TO MEDIA RELATIONS IN SPORT	<i>Live Class #1 –</i> <ul style="list-style-type: none"> <li>Welcome, Introductions, Textbook, Syllabus, Canvas, etc.</li> <li>Current Events Discussion</li> <li><b>Lecture: Intro to Information Management and Sports</b></li> </ul>
<b>Week 2 (9/7)</b> INTRODUCING CAREERS IN SPORT INFO MANAGEMENT	<i>Live Class #2 –</i> <ul style="list-style-type: none"> <li>Current Events Discussion</li> <li><b>Lecture: Introducing Sport Public Relations/Careers in Sports Comm</b></li> <li><b>Guest Speaker - Brian Clapp, Workinsports.com</b></li> </ul>
<b>Week 3 (9/14)</b> DEVELOPING WRITING AND INTERVIEWING SKILLS	<i>Live Class #3 –</i> <ul style="list-style-type: none"> <li>Current Events Discussion</li> <li><b>Lecture: Interviewing and Writing for the Web</b></li> <li><b>Guest Speaker - Chris Kirschner, Atlanta Hawks Beat Reporter for the Athletic</b></li> </ul>
<b>Week 4 (9/21)</b> THE PRINT MEDIA, BROADCAST MEDIA, SOCIAL MEDIA AND TECHNOLOGY	<i>Live Class #4 –</i> <ul style="list-style-type: none"> <li>Current Events Discussion</li> <li><b>Lecture: Print, Broadcast, New Media</b></li> <li><b>Guest Speaker - Chris Harry, FloridaGators.com</b></li> </ul>
<b>Week 5 (9/28)</b> SPORTS INFORMATION SPECIALISTS	<i>Live Class #5–</i> <ul style="list-style-type: none"> <li>Current Events Discussion</li> <li><b>Lecture: SIDs, Media Guides, etc</b></li> <li><b>Guest Speaker - Sam Stolte, UF UAA</b></li> </ul>
<b>Week 6 (10/5)</b> EVENT MANAGEMENT AND MANAGING THE SPORT	<i>Live Class #6 –</i> <ul style="list-style-type: none"> <li>Current Events Discussion</li> <li><b>Lecture: Event Management</b></li> </ul>

ORGANIZATION-MEDIA RELATIONSHIP	<ul style="list-style-type: none"> <li>• <b>Guest Speaker - Savanna Wood, Media and Marketing, Jacksonville Jaguars</b></li> </ul>
<b>Week 7 (10/12)</b> MIDTERM EXAM	<i>NO LIVE CLASS - MIDTERM</i>
<b>Week 8 (10/19)</b> PUBLICITY CAMPAIGNS	<i>Live Class #7 –</i> <ul style="list-style-type: none"> <li>• Current Events Discussion</li> <li>• <b>Lecture: Publicity Campaigns</b></li> <li>• <b>Guest Speaker - Charlie Jordan, Philadelphia Eagles</b></li> </ul>
<b>Week 9 (10/26)</b> CRISIS MANAGEMENT	<i>Live Class #8 –</i> <ul style="list-style-type: none"> <li>• Current Events Discussion</li> <li>• <b>Lecture: Crisis Management</b></li> </ul>
<b>Week 10 (11/2)</b> CASE STUDY: FANTASTIC LIES	<i>NO LIVE CLASS - WATCH FANTASTIC LIES</i>
<b>Week 11 (11/9)</b> UNMEDIATED COMMUNICATIONS AND CSR	<i>Live Class #9 –</i> <ul style="list-style-type: none"> <li>• Current Events Discussion</li> <li>• <b>Lecture: Unmediated Communications and CSR</b></li> <li>• <b>Guest Speaker - Amanda Holt, Director of Communications, Jacksonville Jaguars</b></li> </ul>
<b>Week 12 (11/16)</b> NCAA AND MONEY	<i>Live Class #10 -</i> <ul style="list-style-type: none"> <li>• Current Events Discussion</li> <li>• NCAA AND MONEY Discussion</li> </ul>
<b>THANKSGIVING HOLIDAY WEEK (11/23)</b>	<i>NO LIVE CLASS</i>
<b>Week 13 (11/30)</b> LAW AND ETHICS	<ul style="list-style-type: none"> <li>• Current Events Discussion</li> <li>• <b>Lecture: Law and Ethics in Sports Information</b></li> </ul>
<b>Week 14 (12/7)</b> FINAL PRESENTATIONS	<ul style="list-style-type: none"> <li>• Work on Group Final Presentations</li> </ul>
<b>Week 15 (12/14)</b> FINAL EXAM	<ul style="list-style-type: none"> <li>• <i>FINAL EXAM</i></li> </ul>

## Policies

---

### **Attendance Policy**

Attendance in the class is required. Excused absences include approved UF attendance exceptions. In all instances of excused absences the instructor and student will work out a plan for completing missed assignments.

**Various in class 5-10 point assignments will be conducted on a regular basis for attendance checks. You must be in attendance to receive credit unless it is an approved UF exception.**

In case of illness, the instructor should be notified in advance and a physician's note will be required. Unexcused absences will result in deductions from the students final percentage score. Requirements for

class attendance and make-up exams, assignments and other work in this course are consistent with UF policies which can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Attendance is recorded and you could lose attendance and participation points for excessive absence from class time. This could affect up to 10% of your final grade.**

### **Absences and Make-up Work**

Students are expected to be in class on time and remain until the dismissal. Absences are unexcused when the professor has not been notified of an acceptable reason within 24 hours of the class meeting. When absent, please contact a fellow student to find out what was missed. You are responsible for all material covered or assigned during classes, even if you are not there. Your grade on late assignments will drop one letter grade for every day they are late.

### **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.

### **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 <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> or contact Student Judicial Affairs, P202 Peabody Hall, 392-1261.

### **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 accommodation. Students with disabilities should follow this process as early as possible in the semester.

### **Course Evaluations**

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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.a.ufl.edu/public-results/>.

### **Course Grading**

Students will be graded in accordance with UF policies for assigning grade points as articulated in the link that follows. <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **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 at 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.

**\*NOTE: Topic schedule subject to change based on guest availabilities and other factors. There will be no change in project due date or the midterm examination.**