

RTV 4930: Communicating Soccer Globally

Spring 2020

College of Journalism and Communications
University of Florida

Place:

Day and Time: Monday 8:30 a.m. - 10:25 a.m., Wednesday 9:35 a.m. - 10:25 a.m.

Instructors

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Course Text: NONE

Readings and resources will be posted and available online.

Course Overview

Late Scottish manager Bill Shankly once commented: “Some people think football is a matter of life and death. I assure you, it’s much more serious than that.” Indeed, the beautiful game has a profound hold on billions of people around the world, which has prompted scholars, including Franklin Foer, to argue that soccer can “explain the world.” Communicating Soccer Globally examines the most popular sport in the world from media, business and social perspectives through readings, videos, lectures, class discussion, and international speakers. We will explore soccer’s global influence and how it is communicated around the world. Case studies will include nationalism during major events (World Cup, Euro, Copa América, etc.), fan support and identity, the business economics of football, and the state of women’s soccer outside of North America.

Course Objectives

1. Develop critical thinking skills in relation to the impact media have had on societies (and vice-versa) through a unique lens: soccer
2. Explain and think critically about international issues, including but not limited to the influence of media on societies, migration, the global economy, capitalism and other political systems, etc.

3. Demonstrate understanding of the careers that are available in the global sport industry
4. Demonstrate ability to generate content, including effective writing and multimedia skills, from a global perspective
5. Understand the ways in which sports journalism frames our understanding of sports.
6. Be able to critically analyze the impact of globalization on their domestic sports media industry, and have developed an understanding of the international diversity in coverage of soccer (futbol/football)

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.

Evaluation Components	Points Per Component	% of Total Grade
Class Participation and Citizenship	75 points	9.4%
Online Discussion	150 points	18.75%
Case Study	75 points	9.4%
Soccer History Project	100 points	12.5%
Virtual Exchange Project	200 points	25%
Supporters Group/Rivalry Project	100 points	12.5%
Politics Project	100 points	12.5%
Total	800 points	100%

Assignment Descriptions

Class Participation and Citizenship (15 weeks, 5 pts per week)– This includes, but is not limited, to the following: regular and on-time attendance for class; serious preparation of the assigned texts; active listening, including note taking; involvement in classroom activities; posting relevant content to Canvas and Twitter, questions & comments on the course forums; being respectful of others; and, a semester-long sustained effort at contributing to the class discussion through visible attention, helpful questions and worthwhile insights into the issues being discussed.

If you are using technology in class for non-class related work or doing other distracting things in class (homework for another class, organizing your calendar, reading the newspaper, etc), you are NOT being a good citizen.

The following rubric will be employed to assign participation points:

Preferred (10 pts)	Acceptable (7-9 pts)	Needs Improvement (4-6 pts)	Unacceptable (1-3 pts)	Will Ask You To Leave (0pts)
<p>Arrives on time</p> <p>Comments are relevant and reflect understanding and good preparation</p> <p>Clear enthusiasm</p> <p>Participates in Twitter course hashtag activity with 3-4 per class</p>	<p>Arrives on time</p> <p>Comments are mostly relevant, but understanding may be slightly lacking</p> <p>Not overly enthusiastic, but positive</p> <p>Participates in Twitter course hashtag activity with 1-2 per class</p>	<p>Arrives no more than 5 minutes late</p> <p>Comments are minimal (“yeah”, “uh huh”) and demonstrate poor preparation</p> <p>Demeanor is sluggish</p> <p>Participates in Twitter course hashtag activity with 0-1 per class</p>	<p>Arrives more than 5 minutes late</p> <p>No comments are made</p> <p>Sleeping, texting, disengaged</p> <p>Participates in Twitter course hashtag activity rarely if at all</p>	<p>Absent</p> <p>Disruptive or rude comments are made</p> <p>Drawing others into disrespectful behaviors (showing texts, shopping online, etc)</p> <p>Never participates in Twitter course hashtag activity</p>

Online Discussion (11 weeks, 15 pts per week; drop the 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.

Points	14-15	10-13	5-9	1-4	0
Quality of Post (5 pts)	Appropriate comments: thoughtful; reflective, and respectful of others posting	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
Relevance of Post (5 pts)	Post topics related to discussion topic; prompts further discussion of topic	Post topics that are related to discussion content	Posts topics which do no relate to the discussion content	Makes short or irrelevant remarks	No Posting
Contribution of the Learning Community (5 pts)	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 develops	Does not make effort to participate in learning community as it develops	No feedback provided to fellow students (s)

Case study (75 points) - Students will be presented 2 separate case studies and will be asked to examine each case thoroughly. In the analysis, students will identify problems, recognize the impact and who is responsible. Students will also suggest possible solutions and/or changes needed with supporting evidence, pros and cons, etc.

Projects - All projects will be expected to be of high-quality work. On days projects are due, students will present a report on their work in class and receive feedback from the instructor and classmates.

Projects will be posted on the course website.

- **History Project (100 points)** - Students will create a digital timeline about the history of soccer in a given country.
- **Virtual Exchange Project (200 points)** - Students will work with students from our partner institution in the UK on a multimedia webpage.
- **Supporters Group Project (100 points)** - Students will be assigned a group of supporters or a rivalry to research and present about in class.
- **Politics Project (100 points)** - Students will create class activities on a given topic after instructors lecture about it.

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

748-800 points	= A	716-747 points	= A-		
692-715 points	= B+	660-691 points	= B	636-659 points	= B-
612-635 points	= C+	580-611 points	= C	556-610 points	= C-
532-555 points	= D+	500-531 points	= D	476-499 points	= D-
0-498 points	= F				

Course Outline

The course is broken into four main modules: History, Media Coverage, Fan Support and Politics. The schedule that follows is tentative and is subject to change.

Module 1: History	
Week 1	Origination of the game
Week 2	History of soccer in the US & Title IX
Week 3	How media and soccer have affected each other's evolution
Module 2: Media Coverage	
Week 4	Soccer coverage in the US vs. the rest of the world
Week 5	VE Module 1
Week 6	VE Module 2
Week 7	VE Module 3
Week 8	VE Module 4
Week 9	SPRING BREAK

Module 3: Fan Support	
Week 10	Case study 1: Supporters groups
Week 11	Case study 2: Rivalries
Week 12	Student Presentations
Module 4: Politics	
Week 13	Discrimination & Soccer
Week 14	Capitalism & Soccer
Week 15	Immigration & Soccer
Week 16	Course wrap-up

Policies

Attendance Policy

Attendance for 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.

Students are expected to participate in all class discussions. Please turn off cell phones prior to class. Sports reporting is a deadline-based profession, so you are expected to arrive on time for each class.

In case of illness, the instructor should be notified in advance and a physician's note may 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>

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.

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) 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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.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>

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 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.