

RTV 4930: Communicating Soccer Globally

Spring 2022

College of Journalism and Communications
University of Florida

T | Period 7 - 8 (1:55 PM - 3:50 PM) WEIM 1070
R | Period 7 (1:55 PM - 2:45 PM) WEIM G030

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

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 it develops	Does not make effort to participate in learning community as it develops	No feedback provided to fellow students (s)
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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

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	Wrap-up

Policies

Online Privacy Policy

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.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code

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>

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 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 availability and other factors. There will be no change in project due date or the midterm examination.**