

**Eastern Illinois University**  
***Revised Course Proposal***  
**JOU/CMN 3953, Perspectives on Sports and the Media**

**Please check one:**      ☐ New course      ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** JOU/CMN 3953.
2. **Title (may not exceed 30 characters, including spaces):** Sports & Media
3. **Long title, if any (may not exceed 100 characters, including spaces):** Perspectives on Sports and the Media
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall    ☐ Spring    ☐ Summer    ☒ On demand
6. **Initial term of offering:** ☐ Fall    ☐ Spring    ☒ Summer    **Year:** 2012
7. **Course description (not to exceed four lines):** An examination of the impact sports and the mass media have had and are continuing to have on each other. Focus on the history of sportswriting and sports broadcasting and the state of these fields today. Cross-listed with CMN 3953. WI
8. **Registration restrictions:**

**a. Equivalent Courses**

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

Credit will not be given for both CMN 3953 and JOU 3953.

- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☒ Yes    ☐ No

**b. Prerequisite(s)**

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

ENG 1001G and ENG 1002G; JOU 2001 or CMN 2520 or permission of instructor.

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes    ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

**c. Who can waive the prerequisite(s)?**

☐ No one    ☐ Chair    ☒ Instructor    ☐ Advisor    ☐ Other (Please specify)

**d. Co-requisites** (course(s) which MUST be taken concurrently with this one): none

- e. **Repeat status:** ☒ Course may not be repeated.  
☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

- f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:  
Students in all majors who complete the prerequisite courses are eligible to take this course.

- g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:  
None.

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] – Writing Intensive

10. **Grading methods** (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

- ☐ The grade for this course will not count in a student’s grade point average.  
☐ The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

- ☐ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).  
☐ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

11. **Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research  
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad  
☒ Internet ☒ hybrid ☐ other (Please specify)

## PART II: ASSURANCE OF STUDENT LEARNING

### 1. List the student learning objectives of this course:

Students will demonstrate an understanding of:

- the importance of sports to the mass media
- the work of sports journalists, as well as how sports writing and broadcasting have evolved.
- the history and contributions of women and minorities to sports media
- how athletes, regardless of gender and race, have been portrayed by sports journalists
- the ethical dilemmas faced by sports journalists, as well as how these challenges should be handled

#### a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

#### b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge
- Effective critical thinking and problem solving
- Effective oral and written communication
- Advanced scholarship through research or creative activity

### 2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

- a. Written Examinations
- b. Weekly papers responding to reading assignments
- c. Class (or online discussion) participation

### 3. Explain how the instructor will determine students' grades for the course: Explain how the instructor will determine students' grades for the course:

Student achievement of the stated will be evaluated based on the following activities and grades assigned according to the given percentages:

	Written Examinations (2) (50%/25% each)	Primary source analyses (10%)	Weekly response papers (30%)	Class (or online) participation (10%)
Importance of sports to the mass media (and vice versa)	X	X	X	X
The work of sports journalists, as	X	X	X	X

well as how sports media have evolved				
The history and contributions of women & minorities to sports media	X	X	X	X
How athletes, regardless of gender and race, have been portrayed by sports journalists	X	X	X	X
The ethical dilemmas faced by sports journalists, as well as how these challenges should be handled	X	X	X	X

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
- b. Describe how the integrity of student work will be assured:

**Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** The electronic version of JOU/CMN 3953 will be delivered via EIU's online course delivery software (WebCT or its replacement). The course site will include student learning objectives. Each week (or unit) will include goals of the week, aligned with the overall learning objectives, brief lectures illustrated with PowerPoint, documentaries viewed on WebCT, reading assignments and/or links to supplemental readings, discussion prompts that facilitate class response and electronic discussion. Discussion prompts will encourage students to read and respond; collective responses and group exchange will help students comprehend the material and will create a learning community.

The integrity of student work will be assured by creation of questions that require analysis of specific sources and by the integration of those sources into the written responses. This should make plagiarism difficult. Examinations will be open book, but based on questions that require critical analysis and synthesis of primary and secondary sources. Written papers will be evaluated for plagiarism with Turnitin or other similar plagiarism detection software.

**5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

- a. course objectives;
- b. projects that require application and analysis of the course content; and
- c. separate methods of evaluation for undergraduate and graduate students.

n/a

**6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)** This course is writing intensive. The majority of grading within the course will be based upon students' written work.

### PART III: OUTLINE OF THE COURSE

**Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above. NOTE: The technologically delivered version duplicates the content for a week of traditional instruction.**

Week	Content
1	Sociology of Sports – an investigation into why sports are important to a large percentage of Americans.
2	Ancient Sports & Media – history of sports and media in the ancient worlds of Sumeria, Assyria, Babylon, Egypt, Greece and Rome
3	Early American sports – history of sports and media in North America, stretching from the Puritans to the mid-1800s.
4	Golden Age – exploration of how both sports and media grew at an unprecedented rate during the 1920s.
5	Journalism Pioneers – a review of journalism's early sports writing pioneers, such as Grantland Rice, Red Smith, Shirley Povich and W.C. Heinz.
6	Modern Print and Online Journalism – a history and analysis on sports and media that reveals journalism trends from post-World War II to today.
7	Emergence of radio sports – an exploration on early sports broadcasting that will culminate with an analysis on how modern sports-talk radio has further elevated sports' status in society.
8	TV Sports – A history of TV's role in further buoying sports, such as the National Football League. These discussions will also focus specifically on Roone Arledge, a pioneer in sports broadcasting.
9	Economic ties between sports and media – a review and analysis of how sports has evolved into a multibillion dollar industry in the United States.
10	Economic ties between sports and media (continued).
11	College athletics – an exploration on how college sports have evolved through the decades into, essentially, another professional league.
12	Sports Marketing and Sports Information – an exploration into two professions that affect the business of sports.
13	Discrimination in Sports – an exploration into how minorities fought for equal status in professional athletics and the role sports journalists played in this battle.
14	Challenges for women athletes, sports journalists – a review on how women's athletics evolved from the 1890s to the present, where females continue to struggle for access to play sports despite Title IX and to gain acceptance as athletes despite constant sexual references in the media.
15	Sports journalism ethics – a review of the Society of Professional Journalism's code of ethics, along with key ethical challenges in covering sports during the past several decades.
16	Final Exam

## **PART IV: PURPOSE AND NEED**

### **1. Explain the department's rationale for developing and proposing the course.**

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

n/a

- b. If the course or some sections of the course may be technology delivered, explain why.**  
The course content can be delivered effectively in an online format. Demand for online sections is expected to be strong during summer terms.

### **2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

Students must be effective writers in order to properly communicate their ideas in this upper-level, writing-intensive course. Plus, students need to have at least a general understanding of media and society. Therefore, students need to take the prerequisite courses in order to succeed in JOU/CMN 3953.

### **3. If the course is similar to an existing course or courses, justify its development and offering.**

JOU/CMN 3953 is not similar to other courses. Two other courses that address sports are offered by sociology and geography, but those courses are focused on their respective disciplines. JOU/CMN 3953 focuses primarily on the symbiotic relationship between sports and the media, along with their respective histories.

The electronically delivered version duplicates material covered in on-campus sections of JOU/CMN 3953.

### **4. Impact on Program(s):**

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This course is primarily an elective for both journalism and communication studies majors, but can also be taken by students in any discipline.

## **PART V: IMPLEMENTATION**

### **1. Faculty member(s) to whom the course may be assigned:**

Joe Gisondi, associate professor of journalism  
Mike Bradd, associate professor of communication studies  
Other qualified instructors

### **2. Additional costs to students: None**

### 3. Text and supplementary materials to be used (Include publication dates):

- Radar, B. (2008). *American Sports: From the age of folk games to the age of televised sports*, 6th ed. Boston: Pearson Education, Inc.
- Additional articles and book chapters that can be accessed through Booth Library's eReserve system.

## PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

n/a

## PART VII: APPROVALS

Date approved by the department or school: Journalism Dept.: Oct. 12, 2011.  
Communication Studies Dept.: Oct. 26, 2011

Date approved by the college curriculum committee: December 7, 2011

Date approved by the Honors Council (*if this is an honors course*): n/a

Date approved by CAA: January 19, 2012

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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