

# CONSUMER BEHAVIOR IN SPORT MEDIA

	<b>COURSE TITLE</b> Consumer Behavior in Sport Media
<b>SPMG4685 E02</b> <b>SPRING 2020</b>	<b>INSTRUCTOR</b> Tyler A. Williams
<b>Course Website</b> westga.view.usg.edu	<b>EMAIL</b> <a href="mailto:tylerw@westga.edu">tylerw@westga.edu</a>
	<b>OFFICE HOURS</b> Via Zoom by appointment

## COURSE DESCRIPTION

Consumer Behavior of Sport Media is designed to acquaint students with nature of engaging loyal sport consumers through various sport media channels. The key to success in marketing strategy as the sport media landscape grows is understanding consumer behavior. This course will provide students with an overview of the sport media field through the lens of the consumer.

## OBJECTIVES

Upon successful completion of the course, students will be able to:

- Understand who the consumers of sport media are and why they consume sport via media channels.
- Identify the differences between traditional and new media to adequately market and promote sports businesses.
- Appreciate the importance of consumer analyses to the design, implementation, and evaluation of successful marketing strategies and programs.
- Apply consumer behavior research findings when designing and evaluating marketing strategies.

## COURSE MATERIALS

Sports Media: Transformation, Integration, Consumption  
*Edited by: Andrew C. Billings*

How to Access Required Reading:

[Amazon](#) | [Chegg](#) | [UWG Library – Online Access](#)

## Required Materials

- Desktop or laptop computer with Internet connection (high speed cable connection desirable), for use in online sessions and in between class meetings. Other web-based tools to be used throughout workshop (links will be provided).

### **EdPuzzle Instructions**

Please join 'Consumer Behavior in Sport Media' classroom on EdZPuzzle. Visit <https://edpuzzle.com/join/ranivlo> and sign in to your account to join the class!

## **COURSE EVALUATION**

### **Assessment Overview**

#### Introductions (50 POINTS)

All students must introduce themselves to the class by posting on the Introductions Discussion Board.

#### Discussion Boards (22 POINTS EACH / 200 POINTS)

Your participation in online discussions will be graded according to a rubric (available on CourseDen) that assesses: the frequency and timeliness of your posts, conduct and respect for others, critical thinking about the discussion question, and evidence that you have carefully read the assigned materials. **To receive full credit, students must make an initial post answering the topic by Thursday of each week and reply to at least one of your classmates prior to the Sunday deadline.** Responses must be posted using full sentences with attention to spelling and grammar.

#### EdPuzzle/Reading Quizzes (44 POINTS EACH / 400 POINTS TOTAL)

To confirm your reading of the chapter and to evaluate your comprehension of the reading materials, students will complete nine review quizzes over the course of the semester (available in EdPuzzle). Each quiz will correspond to readings assigned in a particular module. Therefore, all module materials should be viewed prior to completing a quiz. You must work alone on all quizzes.

#### Research Digest (100 POINTS EACH / 200 POINTS TOTAL)

At the conclusion of each module, students will complete a one-page paper (2 one-page papers for the semester). In "Research Digests", students will identify and synthesize a minimum of two current, peer-reviewed academic articles related to a Consumer Behavior topic from the current module from the "References" section at the conclusion of each chapter. Each digest should be one page, single spaced, 12-point, Times New Roman font. Please include an APA reference to the articles being discussed.

#### Sport Trend Analysis Report (150 POINTS)

Each student will work in teams of 5-6 people in order to investigate a trend occurring in a sport organization (see Chapter 11) and propose a series of recommendations on how each organization can implement that trend. Each team will conduct assessments of their assigned organizations based on the course curriculum and develop strategies to improve their organizations.

*Trending Topics:* (1) Sporting community in the age of fragmentation, (2) Primary consumption beyond sporting performance, (3) Defining identity beyond one-shot variable analyses, (4) Recognizing the interdisciplinary nature of sport without losing sports media identity, (5) Stressing the impact factor, (6) Emphasizing the value of distraction

### **Grading Scale**

During the course, assignments will be recorded on a regular basis. Once the grade is posted, the student has one week from the posting date to challenge the grade. After one week, challenges to the grade WILL NOT be accepted. It is the student's responsibility to address scores/absences that they feel are wrong. Please be aware that I will NOT adjust any grades at the end of the semester. You must earn your grade in the course!

Grades are based on the following scale:

Points Earned	Number Grade	Letter Grade
900-1000+	90-100	A
800-899	80-89	B
700-799	70-79	C
600-699	60-69	D
Below 600	Below 60	F

## COURSE POLICIES

### **Academic Integrity:**

Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Failure to abide by the current Academic Integrity Code policy will result in the offending student receiving a "0" for the assignment and/or disciplinary action as prescribed in the Code of Student Conduct. A serious offense, or multiple offenses in this course, will result in an F in the course."

### **Academic Dishonesty:**

In accordance with the Academic Integrity code featured above, this type of behavior will NOT be tolerated within this class.

Many students do not understand exactly what plagiarism is. Therefore, they are sometimes guilty of plagiarism and don't realize it. Any time you use an idea from an outside source you must give credit to the author. The source could be a journal article, a textbook, one of the class lectures, or a website. You are also not allowed to incorporate anything word for word in your assignment unless it is in quotes. Here is an example of how you should cite something word for word. This is from the plagiarism section of the APA Manual:

"Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text" (APA Manual, 2001, pg. 349).

The implications of this are serious. You cannot cut and paste information from a web page into your assignment unless you place it in quotes. If the professor determines that you plagiarized your paper, in any way, you will receive a zero for the assignment, at a minimum. You may also face judicial prosecution at the

discretion of the professor. If you have any questions about this topic, or if you want to make sure you are not plagiarizing prior to turning in an assignment, feel free to contact me.

### **Diversity and Inclusion Statement for the College of Education**

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the [website homepage](#) of the College of Education.

### **Student Obligations:**

In order to maintain a positive learning environment, the following ground rules will be followed:

1. Personal perspectives will be valued. Degrading or discriminatory remarks or behaviors are not acceptable and will not be tolerated.
2. Discussions will reflect an exchange of information, experiences, ideas, opinions, etc.
3. *For group projects, it is the responsibility of group members to delegate work.*
4. If a student's behavior in the classroom is disruptive, the instructor will give him/her an opportunity to correct the behavior without penalty. If the student's behavior continues to be disruptive, he or she will be asked to leave or stay after class and speak with the professor about the behavior so the future behaviors may be avoided. Additionally, points will be deducted from student's participation/professionalism grade.

### **Professionalism:**

1. This course is an important step in developing your career in sport management. Since your professionalism is an important part of this process, I will expect you to participate and contribute to class lectures/discussion. Thus, please perform the required readings and assignments prior to participation in course discussions.
2. Students will be asked to leave a class if they are disruptive to the class atmosphere. If the student continues to be disruptive, the student will be reported to the university.
3. Please represent yourself in a professional manner during the class!

### **Electronic Device Policy:**

1. Taking photos and recording videos or audio without the instructor's consent is strictly prohibited.

### **Copyright:**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

### **Third-Party Software and FERPA:**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a

pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### Assignments/Exams:

1. Unless otherwise noted, all assignments are due at 11:59 p.m. on the designated due date. Students with prior knowledge of a scheduling conflict must make arrangements to submit assignments prior to the designated due date. Documentation is required for a scheduling conflict to be excused. Excused absences include, but are not limited to, personal illness, family illness or death, call to jury duty, religious holy days, and official University activity. Conflicts will be accommodated at my discretion. Students are NOT eligible to submit an assignment after the designated due date. There are NO exceptions to this policy.
2. Written Assignments – All written papers must show good sentence structure, organized thoughts, proper punctuation and correct spelling. Unless otherwise noted, all papers are to be typed and double-spaced. Grammar and spelling errors/mistakes within typed projects will result in a lower project/assignment grade. If there are excessive errors, the paper may be returned for correction and will be considered late. Remember to proofread your papers!
3. Please be aware that I will NOT adjust any grades at the end of the semester. You must earn your grade in the course!

### Contacting the Professor:

1. The best way to contact me is via email. During regular academic school periods, on Monday through Friday, the professor will respond to emails within 24-48 hours; thus, please do not send multiple emails inquiring about the same topic within a 48-hour time span, unless otherwise notified.
2. All communication will be held in a professional manner.
3. When contacting the professor students should send a formal email addressing the professor as Dr. or Professor, state your name, which course you are in, and then state what your email is concerning. Students should begin getting into the habit of all correspondence being professional and respectful. If it is a question that can be answered from the syllabus, a rubric or instructions that I have handed out, I may simply direct you to that information.

## COURSE CALENDAR

Date	Topic	Assignments/Due Dates
<i>Module 1</i>		
Week 1 (1/11-1/17)	Scholarship in Sport and Media	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 1: Keeping Score: Reflections and suggestions for scholarship in sport and media</li> <li>• Read 2021 Outlook for the US Sports Industry</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>• Week 1 Discussion – Three Critical Issues in Sports <ul style="list-style-type: none"> <li>○ Initial post – <i>Due Thursday @ 11:59 p.m. EST</i></li> <li>○ Reply posts – <i>Due Sunday @ 11:59 p.m. EST</i></li> </ul> </li> <li>• Introductions Discussion – <i>Due Friday @ 11:59 p.m. EST</i></li> <li>• Complete Chapter 1 EdPuzzle – <i>Due Sunday @ 11:59 p.m. EST</i></li> </ul>

		<i>(see Course Materials section &gt; EdPuzzle Instructions to join the class)</i>
Week 2 (1/18-1/24)	Television and Sports	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chapter 2: Theorizing the Sports – Television Dream Marriage: Why sports fit television so well</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>Complete Chapter 2 EdPuzzle – <i>Due Sunday @ 11:59 p.m. EST</i></li> <li>Week 2 Discussion – Television Representation <ul style="list-style-type: none"> <li>Initial post – <i>Due Thursday @ 11:59 p.m. EST</i></li> <li>Reply posts – <i>Due Sunday @ 11:59 p.m. EST</i></li> </ul> </li> </ul>
Week 3 (1/25-1/31)	The Power of a Fragmented Collective: Radical Pluralist Feminism and Technologies	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chapter 3: The Power of a Fragmented Collective: Radical pluralist feminism and technologies of the self in the sports blogosphere</li> <li>NY Times’ Caster Semenya article</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>Complete Chapter 3 EdPuzzle – <i>Due Sunday @ 11:59 p.m. EST</i></li> <li>Week 3 Discussion – Caster Semenya <ul style="list-style-type: none"> <li>Initial post – <i>Due Thursday @ 11:59 p.m. EST</i></li> <li>Reply posts – <i>Due Sunday @ 11:59 p.m. EST</i></li> </ul> </li> </ul>
Week 4 (2/1-2/7)	Mocking the Fan for Fun and Profit: A Commercial Narrative	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chapter 4: Mocking the Fan for Fun and Profit: Sports dirt, fanship identity, and commercial narratives</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>Complete Chapter 4 EdPuzzle – <i>Due Sunday @ 11:59 p.m. EST</i></li> <li>Week 4 Discussion – Sport Fan Narratives <ul style="list-style-type: none"> <li>Initial post – <i>Due Thursday @ 11:59 p.m. EST</i></li> <li>Reply posts – <i>Due Sunday @ 11:59 p.m. EST</i></li> </ul> </li> </ul>
Week 5 (2/8-2/14)		<p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>Research Digest #1 – <i>Due Sunday @ 11:59 p.m. EST</i></li> <li>Complete Consumer Behavior Survey</li> </ul>
<b>Module 2</b>		
Week 6 (2/15-2/21)	Media, Sports, and Viewer Morality	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chapter 5: Fair Ball?: Exploring the relationship between media sports and viewer morality</li> </ul> <p><b>To Do:</b></p>

		<ul style="list-style-type: none"> <li>• Complete Chapter 5 EdPuzzle - <i>Due Sunday @ 11:59 p.m. EST</i></li> <li>• Week 6 Discussion <ul style="list-style-type: none"> <li>○ Initial post – <i>Due Thursday @ 11:59 p.m. EST</i></li> <li>○ Reply posts – <i>Due Sunday @ 11:59 p.m. EST</i></li> </ul> </li> </ul>
Week 7 (2/22-2/28)	Sports Media: The Beyond	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 6: Sports Media: Beyond broadcasting, beyond sports, beyond societies?</li> <li>• Read <i>Inside the NBA's Efforts to Reach A Global Audience</i></li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>• Complete Chapter 6 EdPuzzle – <i>Due Sunday @ 11:59 p.m. EST</i></li> <li>• Week 7 Discussion <ul style="list-style-type: none"> <li>○ Initial post – <i>Due Thursday @ 11:59 p.m. EST</i></li> <li>○ Reply posts – <i>Due Sunday @ 11:59 p.m. EST</i></li> </ul> </li> </ul> <p><b>Attend:</b></p> <ul style="list-style-type: none"> <li>• Virtual Sport Career Expo – Wednesday, Feb. 24th</li> </ul>
Week 8 (3/1-3/7)	Tweets and Blogs: Transformative, adversarial, and integrative developments in sports media	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 7: Tweets and Blogs: Transformative, adversarial, and integrative</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>• Complete Chapter 7 EdPuzzle - <i>Due Sunday @ 11:59 p.m. EST</i></li> <li>• Week 8 Discussion <ul style="list-style-type: none"> <li>○ Initial post – <i>Due Thursday @ 11:59 p.m. EST</i></li> <li>○ Reply posts – <i>Due Sunday @ 11:59 p.m. EST</i></li> </ul> </li> </ul>
Week 9 (3/8-3/14)	MIDTERM WEEK	MIDTERM DUE
Week 10 (3/15-3/21)	SPRING BREAK	No Class
Week 11 (3/22-3/28)	From Analysis to Aggression: The nature of fan emotion, cognition and behavior in Internet sports communities	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chapter 8: From Analysis to Aggression: The nature of fan emotion, cognition and behavior in Internet sports communities</li> </ul> <p><b>To Do:</b></p> <ul style="list-style-type: none"> <li>• Complete Chapter 8 EdPuzzle - <i>Due Sunday @ 11:59 p.m. EST</i></li> <li>• Week 9 Discussion <ul style="list-style-type: none"> <li>○ Initial post – <i>Due Thursday @ 11:59 p.m. EST</i></li> <li>○ Reply posts – <i>Due Sunday @ 11:59 p.m. EST</i></li> </ul> </li> </ul>

Week 12 (3/29-4/4)		<b>To Do:</b> <b>Social Media Marketing Plan Assignment</b> <i>Due Sunday @ 11:59 p.m. EST</i>
<b>Module 3</b>		
Week 13 (4/5-4/11)	Reaction Time: Assessing the record and advancing a future of sports media scholarship	<b>Read:</b> <ul style="list-style-type: none"> <li>• Chapter 11: Reaction Time: Assessing the record and advancing a future of sports media scholarship</li> </ul> <b>To Do:</b> <ul style="list-style-type: none"> <li>• Complete Chapter 11 EdPuzzle – <i>Due Sunday @ 11:59 p.m. EST</i></li> <li>• Week 13 Discussion <ul style="list-style-type: none"> <li>○ Initial post – <i>Due Thursday @ 11:59 p.m. EST</i></li> <li>○ Reply posts – <i>Due Sunday @ 11:59 p.m. EST</i></li> </ul> </li> </ul>
Week 14 (4/12-4/18)		<b>To Do:</b> Work on Sport Trend Analysis Report
Week 15 (4/19-4/25)		<b>To Do:</b> Work on Sport Trend Analysis Report
Week 16 (4/26-5/2)		<b>To Do:</b> Sport Trend Analysis Report Presentations  <i>Each group will be responsible for uploading your presentation and supporting documents to CourseDen by April 26 @ 10 a.m. EST prior to class presentations.</i>
Week 17 (5/3-5/9)	FINAL EXAMS	FINAL EXAM DUE

**\*\*NOTE:** This schedule is tentative. Depending on the pace of the class, topics may be omitted or added. You will be informed of any changes as soon as possible. You are responsible for all readings and information shared in class (announcements, group discussion, group projects, video, etc.). Any information shared in class is considered *testable* material.