

# SPM 3650 – Social Media in Sport

Shorter University – Department of Sport Management



## Required Textbook:

Sanderson, J. Yandle, C. (2015). Developing Successful Social Media Plans in Sport Organizations. *Fitness Information Technology, Inc.* ISBN: 9781935412977

## Course Description & Objectives

### Course Description:

Social Media in Sport is designed to provide students the information and practical knowledge needed to cultivate growth for business and entrepreneurship opportunities within business administration. This course will illustrate the current and long-term consequences that irresponsible social media usage can have on a student's educational, athletic, and professional careers. It shows students ways in which they can use social media to promote their team, school, community, business and grow their own personal brand. Learning how to skillfully and safely utilize it now, will greatly help students to continue to use social media in the future.

### Course Objectives:

1. Indicate the various sectors within sport management that incorporate social media into their organization.
2. Identify the effect social media has on an individual in terms of the professional career.
3. Explain the challenges of integrating and optimizing social media faced by sport organization personnel.
4. Prepare social media plans for effective businesses and sport organizations.
5. Assess the current social media status of students and provide examples of poor social media use.

## Course Learning Outcomes

Upon satisfactory completion of the course, you will be able to demonstrate the following learning outcomes:

1. Demonstrate an understanding of social media.
2. Demonstrate an understanding of social media plans in sport organizations.
3. Explain and give examples of poor use of social media by student-athletes and business professionals.
4. Recognize the factors that make social media a positive innovation for a sport organization.
5. Identify the various social media positions within a sport organization.
6. Assess social media branding as it relates to the business.

### Evaluation of Students

#### Grading:

|  |             |
|--|-------------|
| Class Attendance                                 | 50          |
| Class Participation                              | 80          |
| Assignment #1: Indication of Social Media Plan   | 50          |
| Assignment #2: Personal Social Media Plan        | 100         |
| Assignment #3: Analyze NCAA DI Social Media Plan | 100         |
| Assignment #4: Social Media Misconduct           | 50          |
| Assignment #5: Social Media Monitoring           | 50          |
| Assignment #6: Social Media Plan Outline         | 50          |
| Assignment #7: Positive Use of Social Media      | 50          |
| Assignment #8: Social Media Plan                 | 100         |
| Quizzes ( 8 @ 40pts Each)                        | 320         |
| <b>Total</b>                                     | <b>1000</b> |

**Grading Scale:** A: 900-1000; B: 800-899; C: 700-799; D: 600-699; F: below 600

### Class Policy and Procedures

Assignments can be turned in any time during or before the due date (by Moodle until the beginning of class on the due date). **Late work will not be accepted!** There will be no exceptions, so do not ask!!! (Note the three exclamation points for effect.)

## **Assignments**

### **Assignment #1: Social Media Plan**

**Description:** Assignment #1 is the first assignment of the culmination project for this course in which students will choose a collegiate athletic department in which they will create a social media plan for. The objective for this assignment is to indicate whom you will be using to create your social media plan.

**Assignment Guidelines:** Please indicate which collegiate athletic department (NCAA DI, or DII), you will use as the subject for the social media plan. It is important that you choose a company that you can easily access information from, including their products, people, and target markets.

### **Assignment #2: Personal Social Media Plan**

**Description:** Assignment #2 is designed for students to analyze their own social media accounts and how they are used on a daily basis. You as the student, student-athlete, aspiring graduate and business professional will take a close look at the items you post, comments you say, and pictures used that represent you. Will you be successful in all aspects above or do you have information on your account that may hinder a job application that could land your dream job?

**Assignment Guidelines:** Please list your social media accounts that you utilize and then go into detail in regards to each. This is a CANDID assignment; nothing you say will be used or shared with any coaches or other resources. This is for you to determine how to improve your communication lines. I want to know how you use each account and are you positively marketing yourself or negatively setting yourself up for failure?

### **Assignment #3: Analyze NCAA DI Social Media Plan**

**Description:** Assignment #3 requires you as the student to research and analyze how a NCAA Division I athletic department develops social media policies for its student-athletes. During your research you will find that social media policies vary per institution. Some institutions may ban the use of social media, while some others may not have a social media policy. There is not a standard platform in which all student-athletes must abide by a social media policies or guidelines.

**Assignment Guidelines:** In this assignment, you are required to compare and contrast three NCAA Division I social media policies. These policies can be from the same institution or different athletic departments. I would recommend you take three DI schools and use a policy from each school and then discuss the reasoning. I would then like for you to tell me why and how these are different. What do you think about the policies? Effective or Ineffective?

### **Assignment #4: Social Media Misconduct**

**Description:** Assignment #4 requires you as the student to research, analyze, and discuss how social media misconduct affected the student-athlete. It is apparent that social media usage by a collegiate student-athlete can be dangerous. We see instances of this type of misconduct several times during a year, most often we do not even hear of ALL of the social media violations across all collegiate athletics.

**Assignment Guidelines:** In this assignment, you are required to choose two social media misconduct issues that occurred with student-athletes while they were a collegiate student-athlete. You are to discuss what the misconduct is, how it came about, what was the consequence, was there a social media policy in place (if not, is there one in place now), and your thoughts on the misconduct. This will require you to really study the misconduct issue and share the facts as well as your opinion on the issue at hand.

### **Assignment #5: Social Media Monitoring**

**Description:** Assignment #5 requires you as the student to discuss three main challenges athletic department's face when monitoring social media usage by student-athletes. There are always pros and cons when it comes to any decision that is being made, especially when it comes to social media monitoring of its student-athletes. It is important to convey the right message when you are dealing with monitoring an 18 or 19 year old's social media account. This assignment will allow you to decipher what is right and wrong in regards to social media monitoring.

**Assignment Guidelines:** In this assignment, you will have to research some universities that do monitor their student-athlete's social media usage. You may need to find out how they are monitored and why they are monitored. Then you will use the information you have gathered to indicate and discuss three specific challenges that athletic department's face when monitoring social media. You will create a heading using each challenge and then go into detail in regards to each challenge. Each challenge (3) should have at least  $\frac{1}{2}$  page associated with each. Make sure you apply your own opinion to the challenge and how it can be overcome. Think from both sides of the picture... you as the Athletic Director and you as the Student-Athlete.

### **Assignment #6: Social Media Plan Outline**

**Description:** Assignment #6 requires you as the student to prepare an outline for your social media plan. You will complete this assignment in an outline format for your athletic departmental social media plan. Please see below the areas that MUST be included but not limited to other areas: Remember this is an outline so you do not need to go into a lot of detail for this assignment.

#### **Social Media Plan**

- A. Introduction
  - a. Include your university, athletic department, division of competition (NCAA, DI, DII, DIII), also introduce the social media plan as an entity. One or two sentences on why you are implementing one and how it will add success to the organization.
- B. Social Media Policies
  - a. For this section, it will really be up to you as the student to complete it as you feel is best for the student-athletes, athletic department, and university. You will need to list all policies and procedures. In addition, you will need to touch on if you are monitoring, banning, or having an overall policy or allowing coaches to develop policies as they wish. You will need to back your answers here with reasoning.
- C. Monitoring (if applicable)
- D. Banning (if applicable)
- E. Social Media Training
- F. Social Media Marketing
- G. Social Media Control
  - a. Who will be in charge of your social media accounts?

- H. Social media accounts (which ones will you use?)
- I. Fiscal Resources
- J. Implementation strategies

**Assignment Guidelines:** This is the outline of the Social Media Plan – Main points you need to focus on here are which parts will you include, how will you utilize social media with your student-athletes? Remember, it is beneficial to include positive social media marketing, campaigns, and ways in your social media plan. This outline should portray your final social media plan. The final social media plan will be between 5-8 pages.

#### **Assignment #7: Positive Use of Social Media**

**Description:** Assignment #7 requires you as the student to research, analyze, and discuss how social media can be used in a positive manner. Social media is most often times advertised on news channels and through the media outlets as being a negative situation in which an athlete has poorly used social media. However, there are some examples (less televised) in which student-athletes have used social media platforms as a positive opportunity to create success.

**Assignment Guidelines:** In this assignment, you are required to choose two examples of social media positivity that occurred with student-athletes while they were a collegiate student-athlete. You are to discuss how it was used in a positive manner, how it came about, what was the result?

#### **Assignment #8: Social Media Plan**

**Description:** Assignment #8 requires you as the student to prepare a social media plan that is representative of your athletic department. You will complete this assignment in a Plan format for your athletic departmental social media plan. We will review some examples of social media plans in class prior to this assignment. Please see below the areas that MUST be included but not limited to other areas:

**Assignment Guidelines:** This is the Social Media Plan – Main points you need to focus on here are which parts will you include, how will you utilize social media with your student-athletes? Remember, it is beneficial to include positive social media marketing, campaigns, and ways in your social media plan. The final social media plan will be between 5-8 pages.

#### **Learning Activities**

All learning activities will be completed as an in class assignment individually and in groups. These learning activities will help towards the student's learning and application of the chapters. These activities will play a role in each student's participation grade.

**Quizzes:** There will be eight quizzes throughout the semester associated with the PowerPoint. Quizzes will be Multiple Choice & True/False Format. **The Quiz Questions will come DIRECTLY from the PowerPoint.**

**Attendance Policy:** Students are expected to come to class every session. Each student is allowed 1 unexcused absence during the semester. The 2nd absence will cost you 5 points. Each absence after that will result in a 10-point deduction from the attendance grade. **Official Shorter Excused Absences MUST BE MADE UP, and LET ME KNOW IN ADVANCE, or else these will affect students' grades.**

**Students will only be considered present if they are present the entire class.** If you arrive to class after door has been closed – You are considered absent for that day! It will count as your unexcused absence or result in points from attendance grade.

**Wireless Phones:** As a courtesy to the instructor and your fellow students all wireless phones must be turned off prior to the start of class, if your phone rings or you are caught text messaging during class you will be asked to leave and an absence will be recorded for that day.

**E-mail:** Students are strongly recommended utilize their Shorter web mail account. The instructor will use these accounts to disseminate class related information. Students are responsible for all information communicated using this method.

#### **ATTENDANCE POLICIES FOR STUDENTS**

1. By the act of enrollment: a. The student is responsible for all coursework.  
b. The student is expected to attend regularly and punctually all classes, laboratories, and any other academic meetings required by the university.

**Note:** Courses delivered in part or fully online have special requirements. Consult the department and/or the instructor for details.

2. The instructor will automatically drop the student from a class with a grade of “FA” (**Failure for Absences**) when the student has missed 25 percent of the class meetings (excluding the Final Exam Period), as listed in the instructor’s course syllabus. This includes all classes scheduled during the “drop/add” period at the beginning of the term, and any classes missed due to late registration. The examples below show the number of absences for typical classes during the fall and spring semesters. The following reflects the number of absences at which you will receive the grade of “FA”:

Classes meeting three times per week 11

Classes meeting two times per week 7

Classes meeting one time per week 4

An absence is defined as non-attendance for any reason, whether illness, emergency or official leave.

**There are no excused absences.** Make-up tests and assignments will be given only upon written explanation of sickness from a physician (or other pertinent documentation related to the particular situation). Students scheduled to represent Shorter at a university sponsored/sanctioned activity (athletic event, musical program, etc.) on the date of an exam must make arrangements with the professor **prior** to the exam date in order to reschedule the test.

3. Three instances of tardiness are equal to one absence. Should a student arrive to class after the roll has been taken, it is the **student’s responsibility** to inform the professor at the conclusion of the class of his or her presence. If a student arrives more than 10 minutes after the class is scheduled to start, the student will then be considered absent (and not tardy).

4. When the instructor’s records indicate that a student’s absences have reached 25 percent, the instructor will inform the Office of the Registrar using appropriate form (*Notice of Excessive Absences*); the student and appropriate university departments will then receive notification regarding the “FA”.

*[Note: prior to a student reaching the point of FA, the instructor should make every possible effort to assist the student. This will include notifying the Department of Student Engagement and Success when a student places himself/herself at risk by accruing an inordinate number of absences.]*

5. Graduate students taking undergraduate prerequisites are subject to the above attendance policy.

6. Academic areas (such as the School of Education, the School of Nursing, Music, etc.) requiring accreditation from organizations/agencies in addition to SACS may have stricter attendance policies in order to comply with the standards demanded by those agencies.

7. In compliance with federal law, professors must notify the Department of Student Engagement and Success (SES) when a student is absent from school for fourteen (14) consecutive calendar days. The SES will in turn inform the Office of Financial Aid (and any other office requiring this information) of the situation.

**Students will only be considered present if they are present the entire class.** If you arrive to class after door has been closed – You are considered absent for that day! It will count as your unexcused absence or result in points from attendance grade.

**Wireless Phones:** As a courtesy to the instructor and your fellow students all wireless phones must be turned off prior to the start of class, if your phone rings or you are caught text messaging during class you will be asked to leave and an absence will be recorded for that day.

**E-mail:** Students are strongly recommended utilize their Shorter web mail account. The instructor will use these accounts to disseminate class related information. Students are responsible for all information communicated using this method.

## ACADEMIC INTEGRITY POLICY

## ***A Community of Honor***

As a liberal arts university committed to the Christian faith, Shorter University seeks to develop ethical men and women of disciplined, creative minds and lives that focus on leadership, service and learning. The Honor System of Shorter University is designed to provide an academic community of trust in which students can enjoy the opportunity to grow both intellectually and personally. For these purposes, the following rules and guidelines will be applied.

### ***Academic Dishonesty***

"Academic Dishonesty" is the transfer, receipt, or use of academic information, or the attempted transfer, receipt, or use of academic information in a manner not authorized by the instructor or by university rules. It includes, but is not limited to, cheating and plagiarism as well as aiding or encouraging another to commit academic dishonesty.

"Cheating" is defined as wrongfully giving, taking, or presenting any information or material borrowed from another source - including the Internet by a student with the intent of aiding himself or another on academic work. This includes, but is not limited to a test, examination, presentation, experiment or any written assignment, which is considered in any way in the determination of the final grade.

"Plagiarism" is the taking or attempted taking of an idea, a writing, a graphic, musical composition, art or datum of another without giving proper credit and presenting or attempting to present it as one's own. It is also taking written materials of one's own that have been used for a previous course assignment and using it without reference to it in its original form.

Students are encouraged to ask their instructor(s) for clarification regarding their academic dishonesty standards. Instructors are encouraged to include academic dishonesty/integrity standards on their course syllabi.

### ***Procedure***

A. It is the responsibility of an instructor to certify that academic assignments are independently mastered sufficiently to merit course credit. The responsibility of the student is to master academic assignments independently, refrain from acts of academic dishonesty, and refuse to aid or tolerate the academic dishonesty of others.

B. If an instructor determines that the student is guilty of academic dishonesty, the instructor must discuss the matter with the student. In the event the instructor cannot reach the student in a timely manner, such as when the student has gone home at the end of a semester, the instructor may assign a grade of "I" (Incomplete) until the student can be contacted and the matter of academic dishonesty discussed. The instructor then completes the "Academic Violation Form" (*see Appendix A*) which should include evidence and other necessary documentation. The instructor will determine the appropriate remedy: either to assign a grade of zero on that assignment in question or a grade of "F" in the course. The student will designate whether he/she accepts the remedy for the violation of the dishonesty policy or wishes to appeal the instructor's decision. If a student elects to appeal, the "appeal due date" line must be completed on the Academic Violation Form. (See the Appeals section below for more information regarding the appeals process)

C. Upon completion, the instructor forwards the Academic Violation Form to the Registrar's for the

placement in the student's permanent record. The Registrar will forward copies of the Academic Violation Form to the student, the faculty member, department chair, academic dean, dean of students, provost, and president. Not appealing when the form is first completed or by the appeal due date will be taken as an admission of guilt, except under compelling circumstances to be determined at the sole discretion of the provost.

D. If upon receipt of the Academic Violation Form the Registrar determines that the student is guilty of a second offense, then a grade of FD (Failure Due to Academic Dishonesty) will be assigned by the Registrar for the course regardless of the remedy specified on the Academic Violation Form. Assigning the FD is to be done by the Registrar when the second Academic Violation Form is placed in the student's record, and the Registrar will notify all parties in writing. The student is then permanently disbarred from membership in any honorary society and is permanently ineligible for any SU honor list. The student may petition the Academic Integrity Appeals Committee to have the dishonesty notation removed from the transcript after one year or upon graduating from the University if no additional dishonesty offenses occur and the student satisfactorily completes the Academic Integrity Program. The grade of F remains on the transcript. Upon receipt by the Registrar of a third offense, the Registrar will assign the grade of FD and then notify all parties. After all appeals are exhausted, if the third offense still stands, then the student will be permanently expelled from the University. The notice of expulsion will be forwarded to the student, department chair, appropriate academic dean, dean of students, provost, and president. A copy of the final report with the three offenses will become a part of the student's permanent record. The university reserves the right to expel the student after a first or second offense, depending on the circumstances and at the sole discretion of the provost.

### ***Appeals***

A. The student who wishes to appeal an academic violation charge should submit his/her appeal in writing to the chair of the appropriate department by the appeal due date indicated on the Academic Violation Form, which is normally within ten regularly scheduled class days after the completion date of the Academic Violation Form. This statement should contain the reasons for which the student is appealing the instructor's decision. The burden of proof lies with the student in such a case to show that an error or malfeasance has occurred. Within ten regularly scheduled class days of receiving the written appeal, the department chair will notify in writing both the instructor and the student of the chair's decision. If the department chair is also the instructor who files the Academic Violation Form, then the student must appeal to the appropriate academic dean.

B. When, in the opinion of the department chair, the student fails to show reasonable cause for further investigation, the chair may deny the appeal without taking further action. When, in the opinion of the department chair, a student's appeal raises reasonable doubt as to whether a mistake or malfeasance has occurred, the chair will meet with the faculty member and with the student and render a decision within ten regularly scheduled class days of the receipt of the appeal. If the decision favors granting the student's appeal, the department chair may request that the Registrar remove the Academic Violation Form from the student's record. The chair will notify both the student and the instructor of this action.

C. If the student files the initial appeal or elects to appeal the chair's decision during Maymester, Summer I, Summer II or during final exam week of the Fall or Spring semesters and if the instructor or department chair is not available during that time, all of the foregoing time requirements begin to run with the first day of class in the next major term. In extreme or unusual circumstances regarding the timeliness of the appeals process, the provost will make the final determination.

D. Any student who has exhausted the remedies open under the procedures outlined above may appeal the entire matter to the Academic Integrity Appeals Committee in writing within ten regularly scheduled class days of receiving the response from the department chair. Upon receipt of the appeal, the Academic Integrity Appeals Committee will review the matter and issue a decision within fifteen (15) regularly scheduled class days. The Academic Integrity Appeals Committee has the authority to deny the appeal, reduce the penalties in the event of extenuating circumstances, or direct the registrar to remove the record of the Academic Violation Form from the student's permanent record. The results of the Academic Integrity Appeals Committee are final.

E. All results from the proceedings of the Academic Dishonesty Appeals Committee should be reported to the appropriate academic dean, dean of students, provost, and president as information.

NOTE: During the appeals process, the student may continue to attend the class in which the violation occurred.