

COMM 4280: INTERPERSONAL & FAMILY COMMUNICATION AND SPORT
Spring 2019
Dr. Gregory A. Cranmer
Clemson University

Textbook and Required Materials:

Hyman, M. (2012). *The most expensive game in town: The rising cost of youth sports and the toll on today's families*. Boston, MA: Beacon.

Various OER, assigned weekly by the instructor.

Course Description: This course is designed to be an introduction to the role of human interaction within sport. As such, we will explore a variety of topics and relationships, including athlete-teammate, athlete-coach, and athlete-parent relationships.

Course Objectives: Upon completion of this course, students will be able to:

- a) Explain the location of human interaction within sport communication
- b) Define coaching and effective coaching
- c) Distinguish between instructional, organizational, group, and interpersonal perspectives of coaching
- d) Describe effective coaching behaviors from instructional, organizational, group and interpersonal perspectives
- e) Conduct and write a research paper on an assigned coaching behavior or coaching problem
- f) Discuss and address a variety of issues that arise in teammate communication
- g) Explain the role of parent-athlete communication in athlete development and socialization

National Communication Association Learning Outcomes in Communication (LOCs):

LOC #2: Employ communication theories, perspectives, principles, and concepts

- Explain Communication theories, perspectives, principles, and concepts
- Synthesize Communication theories, perspectives, principles, and concepts
- Apply Communication theories, perspectives, principles, and concepts
- Critique Communication theories, perspectives, principles, and concepts

Course Requirements

1. Group Project: The main written assignment in this class will be a group project. All groups must have 4-5 members (this may change depending on the number of students in the class). We will work on this project throughout the semester. This project will be broken into several smaller components to make it easier to accomplish.

You will select a common problem or situation that coaches experiences. You will write an applied research paper designed for a professional audience. See the rubric for further instructions.

The first component of your project will be a reference page. Your group must turn in a reference page in proper APA format. Your group will be expected to have 15 scholarly (i.e., peer-reviewed) sources. This assignment is worth 50 points and will be graded as a group effort (i.e., each group will hand in one reference page). (50 pts)

The second component of your project is a paper review assignment. Your group will find/be assigned another group's literature review. As a group, you will read through and evaluate that group's paper. You will be provided with a digital form to provide structured feedback (i.e., you will need one computer per group). You will read the paper during class time and complete an evaluation form. At the end of the class, you will email the other group and myself your completed evaluation form. This assignment is worth 50 points and will be graded as a group assignment (i.e., each group will work together to evaluate one paper and will complete one evaluation form). (50 pts)

The third component of your project will be an applied research paper. You will write a 10 page paper addressing a specific behavior, problem, or situation coaches will encounter. This assignment is worth 100 points and will be graded as a group effort (i.e., each group will hand in one paper). (100 pts)

The fourth component of your group project will require you to present your paper to a professional audience. This presentation should be 7-10 minutes. A rubric will be provided. This assignment is worth 100 points and will be graded as a group effort. (100 pts)

The fifth component of your group project will require you to hand in a final paper. This paper should be 10 pages long (not including references). The paper should include a revised version of your applied research paper. This assignment is worth 150 points and will be graded as a group effort (i.e., each group will complete one final paper). (150 pts)

Finally, you will complete peer evaluations at the end of the semester on all your group members. These will count as 50 points and will be individually based (i.e., each group member's grade will be determined based on their group's feedback). (50 pts)

2. Exams: You will have two exams. These exams will be comprised of true/false, matching, multiple choice, and short answer questions. These will serve as your midterm and final. These exams will be based on course readings, other course material, and discussions. (200 pts)

3. Reading Quizzes: There will be approximately 21 brief quizzes (5 questions) on the course readings. Your highest 20 quizzes will be used for this grade. These quizzes are meant to hold you accountable for preparing for each class session. (100 points)

TENATIVE SCHEDULE:

WEEK 1**Reading/Assignment Due**

Jan. 9	Course Introduction/Review Syllabus/Major Assignments	Buy the book!!!
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WEEK 2 ~ Athlete-Coach Comm

Jan. 14	Introduction to Coaching & A Communicative Approach to Coaching <i>Quiz 1</i>	Chapter 1 Day (2013) - HSC
Jan. 16	Effective Coaching <i>Quiz 2</i> (<i>Group Assignment: Groups Finalized</i>)	Chapter 2 Vella, Oades, & Crowe (2011)

WEEK 3

Jan. 21	MLK – NO CLASS	
Jan. 23	Applied Research Assignment: Finding Sources, APA <i>Quiz 3</i>	Cranmer, Brann, & Anzur (2016)

WEEK 4

Jan. 28	Instructional Perspective of Coaching <i>Quiz 4</i>	Chapter 3 Cassidy (2010) – SCPP Nelson & Colquhoun (2013) - HSC
Jan. 30	Instructional Perceptions: Immediacy & Power <i>Quiz 5</i>	Turman (2008) Cranmer & Goodboy (2015)

WEEK 5

Feb. 4	Instructional: Antisocial Behavior <i>Quiz 6</i>	Mazer, Barnes, Grevious, & Boger (2013) Martin, Rocca, Cayanus, & Weber (2009)
Feb. 6	Group Project Day (<i>Group Assignment: Topic/Problem Finalized</i>)	Come to class with a problem or issue that is relevant for coaching

WEEK 6

Feb. 11	Organizational Perspective of Coaching <i>Quiz 7</i>	Chapter 4 Washington & Reade (2013) – HSC Lyle (2010) - SCPP
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Feb. 13	Leadership/LMX <i>Quiz 8</i>	Cranmer & Myers (2015) Cranmer, Arnson, Moore, Scott, & Peed (2018)
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WEEK 7

Feb. 18	Dissent <i>Quiz 9</i>	Cranmer & Buckner (2017) Cranmer, Buckner, Pham, & Jordan (2018)
Feb. 20	Socialization/Recruiting <i>Quiz 10</i>	Cranmer (2018) Cranmer, Yeargin, & Spinda (2019)

WEEK 8

Feb. 25	Group Perspective of Coaching Multidimensional Leadership <i>Quiz 11</i>	Chapter 5 Turman (2001) Turman (2003)
Feb. 27	Regret Messages <i>Quiz 12</i>	Turman (2005) Turman (2007)

WEEK 9

Mar. 4	Interpersonal Perspective of Coaching Social Support <i>Quiz 13</i>	Chapter 6 Jowett (2017) Cranmer, Anzur, & Sollitto (2017)
Mar. 6	Confirmation <i>Quiz 14</i>	Cranmer, Brann, & Weber (2018) Cranmer, Gagnon, & Mazer (2019)

WEEK 10

Mar. 11	Development & Health <i>Quiz 15</i>	Kassing & Barber (2007) Cranmer & LaBelle (2018)
Mar. 13	MIDTERM EXAM	

WEEK 11

Mar. 18	SPRING BREAK
Mar. 20	
Mar. 22	

WEEK 12 ~ Athlete-Parent & Teammate Comm

Mar. 25	Peer Feedback Day List of Sources Due	Bring your laptops and copies (5) of your group's paper
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Mar. 27	Socialization Participation <i>Quiz 16</i>	Turman (2007) Bonneau, Richardson, & McGlynn (2018)
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WEEK 13

Ap. 1	Socialization Performance & Messaging <i>Quiz 17</i>	Mean & Kassing (2007) Starcher (2015) Cranmer & Myers (2017)
Ap. 3	Discussion of Hyman (2012) <i>Quiz 18</i> Group Paper Due	Hyman - Chp 1-4

WEEK 14

Ap. 8	Discussion of Hyman (2012) <i>Quiz 19</i>	Hyman - Chp 5-8
Ap. 10	Paper Meetings 1	

WEEK 15

Ap. 15	Paper Meetings 2	
Ap. 17	Team Building <i>Quiz 20</i>	Yukelson (1997) Burke (2013) – HASP Sullivan & Feltz (2003)

WEEK 16

Ap. 22	Conflict Management/ Bullying/Hazing <i>Quiz 21</i>	Fisher & Dzikus (2013) – HASP Raalte, Cornelius, Linder, & Brewer (2007) Statler (2013) – HASP
Ap. 24	Presentation Day	

WEEK 17

May 2	FINAL EXAM FINAL PAPER DUE PEER EVALUATIONS DUE	
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