

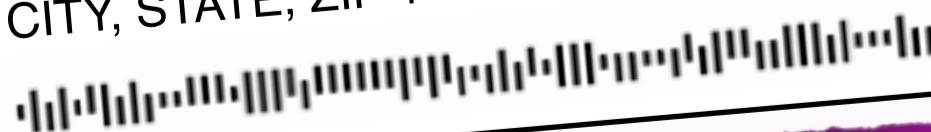
# COM 385



## CROSSOVER: SPORTS COMMUNICATION RESEARCH

J-TERM 2024  
DR. JERRY JALETTE

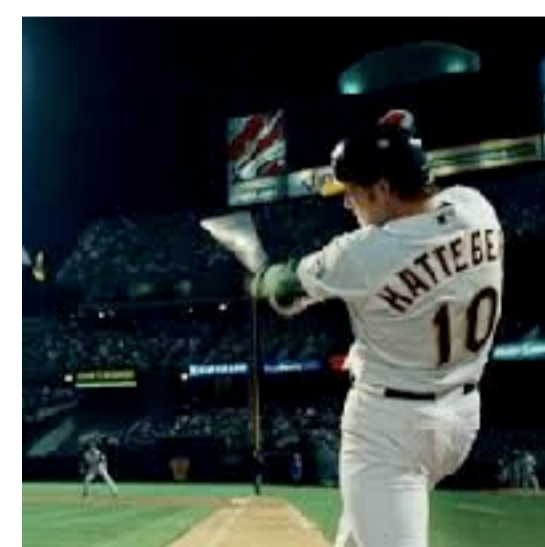
RECIPIENT'S NAME  
STREET ADDRESS  
CITY, STATE, ZIP + 4



Available for appointments via phone or Zoom. Please email me to set up an appointment.

CLASS MATERIALS will mostly be posted in Brightspace. Many of the readings will come from webpages and chapters from a collection of books on sports analytics. I am allowed to share up to one chapter from a book according to education fair use practices, so many of the chapters will be shared on Brightspace. You can take chapters from *Stumbling on Wins* as a free e-book through the URI library. The library has a shortened e-version of the book with the chapters we need for class, and it is called *Stumbling on Wins in Football*. Here is the information for the print version if you'd like to buy it instead:

- **OPTIONAL** Berri, D. J. & Schmidt, M. B. (2010) *Stumbling on Wins: Two Economists Expose the Pitfalls on the Road to Victory in Professional Sports*. FT Press. ISBN: 013235778X

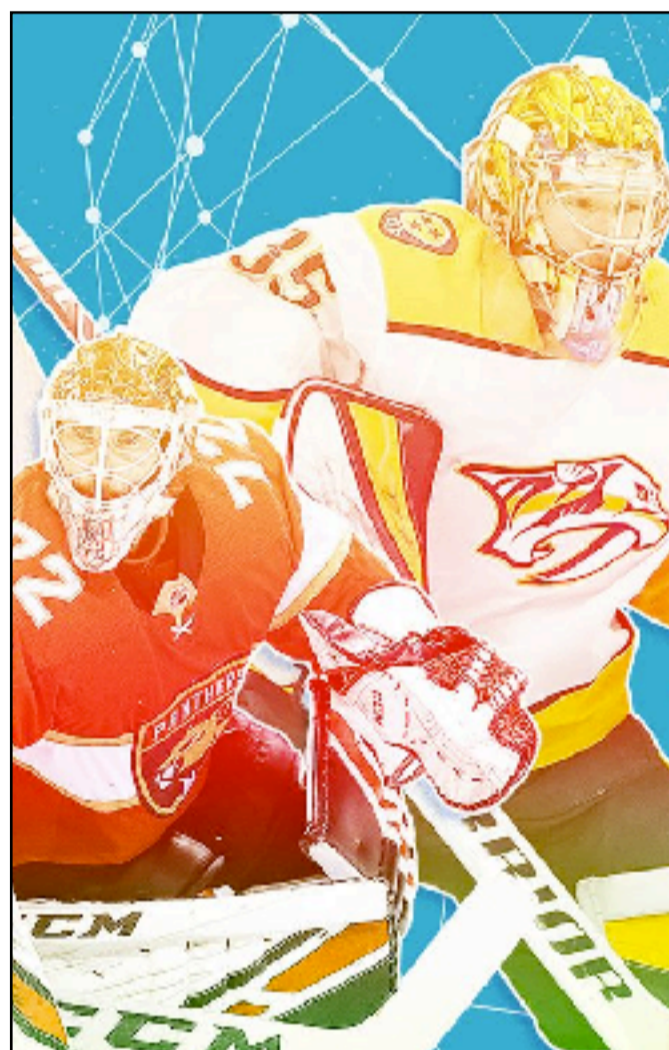


## **MODULE 1: GAMES WITH NUMBERS**



The first module of the class will introduce you to statistical thinking about sports, lessons about using math to help understand problems, and what statistical thinking can do to help us understand decision-making in sports.

## **MODULE 2: USEFUL STATISTICS**



The second module will introduce us to Berri's writing about sports analytics. We'll look at some hot hand research and we'll learn about using both descriptive and inferential statistics to tell stories about sports.

## **MODULE 3: SPORTS AND INFERENTIAL STATS**



The final module has us applying inferential statistics to sports as we complete the statistics problem sets. We also look back at the data you collected on NBA sneakers as you summarize the project and the findings with the final presentation.

## CLASS OBJECTIVES

This course addresses two general education outcomes with Math, Statistics, or Computation (MSC) and Communicate Effectively (CE). The following objectives align with those gen. ed. outcomes.

- Assess the accuracy of statistical analysis and draw reasonable conclusions from the data (MSC)
- Articulate the solution and conclusions in terms appropriate for an audience of non-experts (MSC)
- Present a research problem, summarize the literature, discuss the methods used to test ideas, summarize results, and explain the conclusions (MSC)
- Prepare and deliver oral presentations that have been adapted to the audience's needs (COM)
- Use group processes to improve successful collaborations on team projects (COM)

## METHODS OF EVALUATION

<b>Complete 4 Quizzes throughout the 3 modules.</b>	<b>20%</b>	<b>20 pts</b>
<b>Complete 3 Video Problem Sets based on the SPSS computer program for statistics.</b>	<b>10%</b>	<b>10 pts</b>
<b>Collect data on NBA Sneakers.</b>	<b>10%</b>	<b>10 pts</b>
<b>Participation and Reading checks: Submitting evidence of notes from readings and viewing the course videos</b>	<b>20%</b>	<b>20 pts</b>
<b>Class Project: Collecting data on NBA sneakers and summarizing it in a short informative speech</b>	<b>20%</b>	<b>20 pts</b>
<b>Discussion Forum Posts and Replies - Posting in the Introductory Forum, Posting in the Hot Hand Forum, and Replying in the Hot Hand Forum</b>	<b>20%</b>	<b>20 pts</b>
<b>Total</b>	<b>100%</b>	<b>100 pts</b>

MODULE	DATE	TOPICS	ASSIGNMENTS
1	Starts Tues. 1/2, ends Sun. 1/7	Crash Course Stats (YouTube), Crash Course Mathematical Thinking (YouTube), The Undoing Project (Lewis), Games with Numbers (Wages of Wins)	<ul style="list-style-type: none"> <li>● Quiz 1 (syllabus) and Quiz 2</li> <li>● Introductory Forum</li> <li>● NBA Sneakers Data Collection Assignment</li> <li>● Kahneman and Tversky Survey</li> </ul>
2	Mon. 1/8 – Sun. 1/14	Crash Course Central Tendency (YouTube), The Search for Useful Stats (Stumbling on Wins), Cognitive Bias video, The Hot Hand Summary video	<ul style="list-style-type: none"> <li>● Quiz 3</li> <li>● Video Problem Set on Descriptive Statistics</li> <li>● Video Problem Set on ANOVA</li> <li>● Post in the Hot Hand Forum</li> </ul>
3	Mon. 1/15 – Fri. 1/19	Crash Course correlation (YouTube), Regression Refresher (HBS), Hot Hand 2014 video, What is Next? (Seth Partnow)	<ul style="list-style-type: none"> <li>● Quiz 4</li> <li>● Video Problem Set on Correlation</li> <li>● Reply in the Hot Hand Forum</li> <li>● NBA Sneakers Informative Speech</li> </ul>

## CONTACTING THE INSTRUCTOR

The best way to contact me is Jalette@uri.edu. I respond well to professional and polite messages (with a greeting, closing, and signature). I usually check email once a day (not as regularly on weekends), and will be unlikely to respond to messages sent late at night. Please review materials online before asking questions that can be answered with existing documents. I usually respond to student emails within 2 days. Students can manage perceptions by using a different tone than what is commonplace in texts and social media.

## TECHNOLOGY REQUIREMENTS

To successfully complete this course, you will need access to a computer with reliable, high-speed Internet access and appropriate system and software to support the Brightspace learning platform. Typical technical requirements for users are:

Windows 7 (XP or Vista)  
64 MB Ram  
28.8 kbps modem (56k or higher recommended)  
SoundCard & Speakers  
External headphones with built-in microphone  
Mozilla Firefox 9.0 or higher  
Webcam and microphone or device to record a short video and a short audio presentation (5-7 minutes)

Mac OS X or higher  
32 MB Ram  
28.8 kbps modem (56k or higher recommended)  
SoundCard & Speakers  
External headphones with built-in microphone  
Mozilla Firefox 9.0 or higher; Safari 5.0 or higher  
Webcam and microphone or device to record a short video (5-7 minutes)

Also requires Word 2007 (PC) 2011 (MAC) or newer, PowerPoint, Excel, Adobe Flash, and Adobe Acrobat Reader.

## BRIGHTSPACE HELP

Here is the link to access Brightspace <https://brightspace.uri.edu> as well as the Brightspace resource page <https://web.uri.edu/brightspace/>.



## **URI ACADEMIC WRITING STANDARDS**

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, URI has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. URI is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing—in all its educational configurations—is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of URI.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that’s managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

## **THE UNDERGRADUATE WRITING CENTER**

Located in Roosevelt 009 and also online, students work side-by-side or screen-to-screen with peer tutors to find ways to best communicate their ideas in writing. Tutors can help students get “un-stuck” on any writing assignment, at any stage of the writing process: from understanding a prompt and brainstorming ideas, to outlining and drafting, to developing strategies for revision. Appointments are free! Students can view the current schedule and book online at [uri.mywcoline.com](http://uri.mywcoline.com) or call The Writing Center reception desk: 401-874-5839.

## **PROFESSIONAL CONDUCT**

Cheating and plagiarism are serious academic offenses, which are dealt with firmly by the College and University. Scholastic integrity presumes that students are honest in all academic work. Cheating is the failure to give credit for work not done independently (i.e., submitting a paper written by someone other than yourself), unauthorized communication during an examination, or the claiming of credit for work not done (i.e., falsifying information). Plagiarism is the failure to give credit for another person's written or oral statement, thereby falsely presuming that such work is originally and solely your own.

If you have any doubt about what constitutes plagiarism, visit the following website: <https://honorcouncil.georgetown.edu/whatisplagiarism>, the URI Student Handbook, and University Manual sections on plagiarism and cheating at <http://web.uri.edu/studentconduct/student-handbook/>.

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation;
- Claiming disproportionate credit for work not done independently;
- Unauthorized possession or access to exams;
- Unauthorized communication during exams;
- Unauthorized use of another's work or preparing work for another student;
- Taking an exam for another student;
- Altering or attempting to alter grades;
- The use of notes or electronic devices to gain an unauthorized advantage during exams;
- Fabricating or falsifying facts, data or references;
- Facilitating or aiding another's academic dishonesty;
- Submitting the same paper for more than one course without prior approval from the Instructor.

Please note the following section from the University Manual:

8.27.17. Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student's academic dean, the instructor's dean, and the Office of Student Life. The student may appeal the matter to the instructor's dean, and the decision by the dean shall be expeditious and final.

Such action will be initiated by the instructor if it is determined that any written assignment is copied or falsified or inappropriately referenced.

Please note: Students are responsible for being familiar with and adhering to the published "Community Standards of Behavior: University Policies and Regulations" which can be accessed in the University Student Handbook.





## ACADEMIC SUPPORT SERVICES

### Office of Disability Services

#### Americans With Disabilities Act Statement

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the university as soon as possible. This is the student's responsibility. Information about services, academic modifications and documentation requirements can be obtained from the The Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD). <https://web.uri.edu/affirmativeaction/>

Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.

#### From the University Manual: 6.40.10 and 6.40.11 Accommodations for Qualified Students With Disabilities.

Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.

### Uri Online Library Resources

<https://web.uri.edu/library/>

- Counseling Center: 401-874-2288 <http://www.uri.edu/counseling/>
- Career Services: 401-874-2311 <http://web.uri.edu/career/>
- Alcohol and Drug Services: 401-874-5073 [http://www.uri.edu/substance\\_abuse/](http://www.uri.edu/substance_abuse/)
- Dean of Students Office: 401-874-2957 <http://web.uri.edu/cels/deansoffice/>