# **Sociology of Sport (Online)**

# **SOCI 2050 400 (9118)**

# **Fall 2024**

## **Instructor Information**

Professor: Dr. Karen Monique Gregg

Office Location: Sycamore 288V

Phone Number: 940-565-2296 (Sociology Office)

Office Hours: Tuesdays and Thursdays 2:00 to 4:00 and by Zoom at mutually agreeable times.

Communication: Communicate with Dr. Gregg using the Inbox in Canvas. If you email Dr. Gregg using the UNT email address, she will kindly request that you communicate in Canvas and will respond to you there. Please allow 24-hours for a response in Canvas. Note that Dr. Gregg does not respond to emails on weekends.

Instructor Email: Karen.Gregg@UNT.edu

## **Welcome to UNT!**

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

## **Important Dates and Times**

Courses Start Monday, August 19th

Labor Day Monday, September 2nd No Classes

Assignments Due online in Canvas on Saturdays before midnight (11:59 p.m.)

Thanksgiving Break (Week 15) November 24th to Friday, November 30th

Last Day Class is Live Thursday, December 14th

Paper Due Dates My Life with Sports, Part 1 due before midnight on Saturday 9/28

 My Life with Sports. Part 2 due before midnight on Tuesday 12/10

Pre-Finals Days Wednesday, December 4th – Thursday, December 5th

Reading Day Friday, December 6th

Semester Ends Saturday, December 14th

## **Course Description**

Study of social behavior in sport, with particular emphasis on its relationship to the cultural perspectives of socialization, minorities, economics, politics and current issues. 3 Credits. Satisfies the Cross-cultural, Diversity and Global Studies requirement of the University Core Curriculum.

## **Course Structure**

This course is 100% online. Each week students are expected to complete the readings assigned and to use whatever resources are in Canvas to help master the material in the text. Assignments in this course include a syllabus quiz, chapter quizzes, film discussions, and a short paper applying what you’ve learned to your own sociological biography with sports. To succeed in this course students are expected to log into Canvas frequently to stay engaged in the course and to complete assignments as they are scheduled in the Syllabus.

## **Course Prerequisites or Other Restrictions**

There are no prerequisites for the course, but you are expected to be familiar with Canvas using tools such as quizzes and discussions. Additionally, to be successful in this course you will need to:

* Cite sources in your writing, giving credit to where you obtain information using MLA formatting.
* Network with others and utilize tact when offered differing perspectives in the course discussions.
* Make the commitment to spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.

## **Course Objectives**

By the end of this course, students should be able to:

* Remember concepts, terms, studies, and theories related to the sociological study of sports in society. (Quizzes)
* Analyze the content of sports-related documentary clips and films in discussions with their peers. (Film Discussions)
* Conduct an evaluation of their own life with sports by completing a brief sociological sports biography. (My Life with Sports Paper, Part 1)
* Apply sociological concepts, ideas, theories, and studies related to the course to their evaluation of their own life with sports. (My Life with Sports Paper, Part 2)

## **Required Course Materials**



The only required material in the course is Jay Coakley’s, *Sports in Society: Issues and Controversies*, 13th Edition (2021). You can acquire the book in several modalities (online, looseleaf, text), depending on your personal preference. Regardless of which modality you choose, you should obtain your book through the UNT bookstore on campus. ISBN 978-1-260-24066-5 (bound edition) or ISBN 978-1-260-83455-0 (loose-leaf edition)

## **Teaching Philosophy**

My personal approach to teaching involves creating an atmosphere of in-person and online learning where students can develop a critical understanding of sports in society. To do this, students must stay engaged online and cooperate by embracing the material in the assigned text so that they can interact with one another in fruitful discussions about the changing shape sports in society in our country.

## **Computer Skills & Digital Literacy**

Here is a list of course-specific technical skills students must have to succeed in the course:

* Experience using Canvas
* Experience using email
* Able to download and install software

## **Rules of Engagement**

Here are some general guidelines for the way students are expected to interact with each other and with their instructor online:

* Treat your instructor and classmates with respect in email or any other communication.
* Always use your professors’ proper title: Dr. or Prof.
* Unless specifically invited, don’t refer to your instructor by first name.
* Use clear and concise language. Proof your work before submitting. This includes any communication you have with your instructor.
* Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
* Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.” Always capitalize the word “I”.
* Use standard fonts such as Times New Roman and use a size 12-point font for any writing assignments. MLA formatting requires Times New Roman 12-point font and one-inch margins.
* Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
* Limit and possibly avoid the use of emoticons like :) or ☺.
* Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
* Be careful with personal information (both yours and other’s).
* Do not send confidential information via e-mail

## **Late Work and Missing Work**

All assignments should be submitted by the indicated dates and times embedded in the syllabus under the heading Tentative Course Schedule. There will be no extensions, except in cases of documented emergencies.

* Note that each student is allowed **only one documented emergency** per semester.
* In the event of a legitimate emergency, students should contact Dr. Gregg to arrange for an online meeting (via Zoom) to discuss.
* If your emergency is serious, Dr. Gregg will recommend that you contact the Dean of Students to receive a blanket excuse for all your courses. To contact the Dean of Students office, students can call 940-565-2648 or email them at deanofstudents@unt.edu.
* Leniency will usually be granted when students contact the professor **prior to** missing an assignment. Dr. Gregg routinely grants extensions when students contact her before missing an assignment.
* Assignments for this course have been created with the intention of requiring you to attend class to earn points. If you miss class, you miss the opportunity for those points.

## **Links to Miscellaneous Student Support Services**

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
* [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

## **Other student support services offered by UNT include:**

* [Registrar](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CRegistrar) (https://registrar.unt.edu/registration)
* [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
* [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
* [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

## **Academic Support Services:**

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)
* [MathLab](https://math.unt.edu/mathlab) (https://math.unt.edu/mathlab)

## **Course Expectations**

Below is a list of items that you can expect from your professor, as well as a list of items that, if you choose to stay in this course and not drop it, you are agreeing to abide by in this course. Please consider these expectations our Course Policies.

### What you can expect from your professor:

1. Respect and active listening.
2. Consistent grading with return time within one-two weeks.
3. Willingness to teach, learn and answer questions.
4. To be prepared each week for our class.
5. To allow ample opportunity for you to do well in this course.
6. To be available by appointment for additional help.
7. To treat everyone equally and fairly.

### What the professor expects from you:

1. Patience the professor and with all others who participate in this class.
2. To read the syllabus carefully each week and know what is supposed to happen. This is our contract. The professor will do all that they can to abide by the syllabus, so they expect you to do the same.
3. Active participation in our class in the Canvas environment as required by the syllabus.  If it appears you are not actively engaged in this course, the professor will use the UNT Care Team reporting system to make recommendations.
4. To complete all assignments as they are scheduled in the **Tentative Course Schedule** in the syllabus.
5. To act with academic integrity during any quizzes or exams, and in all writing. Your work should be your own. Cheating will not be tolerated! See UNT policy on academic dishonesty.
	* Discussions are set up to require you to post something original before seeing other students’ posts. If you enter nothing, or a period “.” or some other form of gibberish to get into the discussion before posting your own ideas, you will automatically earn zero (0) points for discussion. This is considered an academic integrity violation and Dr. Gregg will report you to UNT for cheating.
	* If you use AI to generate any work in this course, you will receive a zero (0) on the assignment and may fail the course. Dr. Gregg will report you to UNT for cheating.
6. To read the grading comments that the professor (or the TA) provides on all your assignments. Dr. Gregg will incorporate tips for how to do better on future assignments. If you need extra help with your writing, please use the Writing Center on campus (Sage Hall).
7. To put assignments in the correct spot in Canvas. If you put things in the wrong spot, you will receive a zero (0) and your work will not be graded. You will have one week from the day the assignment was due to rectify the situation. Otherwise, the zero (0) will stick.
8. To follow all directions in the syllabus for all assignments. If you do not follow all the directions, you will automatically receive a zero (0) on that assignment.
9. To buy and use the correct edition of the book for this course. For the sake of this course, students are required to use Jay Coakley’s 13th Ed. of *Sports in Society*. If it appears that you are using something other than what everyone else is using in your assignments, or if you misquote something from the book, you will earn a zero (0). This is especially important when completing the Worksheets.
10. To appropriately cite your work.
	* If the professor (or TA) happens look up something you quote from the book and it is not on the page cited, you will automatically fail the assignment and receive a zero (0) with no chance to redo the assignment.
	* For this course we are using MLA formatting for all writing assignments. Help with MLA formatting is in Canvas.
11. To be responsible for your work and prepare for and handle situations of computer and Internet difficulties. If your Internet is out, go somewhere where it is working so that you do not miss quizzes, exams, or other assignments. If you do have some technical difficulty with your computer or the Internet, it is the student’s responsibility to find an alternative way to complete the work.
12. To not wait until the last minute to submit your work. This means do not wait until 11:00 p.m. on Saturday night (or thereafter) to start submitting assignments. Students should aim to complete the work in the course sometime before Friday at 5:00 p.m. If you do this, and something happens, you will be able to reach people at UNT for help.
13. To requestion an “Incomplete” in writing at least one week prior to the Final Exam week. This request must be accompanied by documentation of the reason that the course cannot be completed before the end of the semester and will only be considered if at least 50% of the course exams and other assignments have been completed with a passing grade.
14. To contact the professor (or the TA) to make an appointment if you need extra help in this course. Visits to office hours or online meetings using a teleconferencing app usually help students get on track.
15. To contact the Dean of Students in the event of a personal emergency in your life. This includes extended illness, hospitalization, death in the family, or other personal issues that hinder your possibility of success in the course. Click here to connect to the [Dean of Students information](https://studentaffairs.unt.edu/dean-of-students/index.html).

## **Description of Assignments and Point Values**

|  |  |
| --- | --- |
| Description of Assignments | Points |
| **Introductions*** Before the end of Week One of the course, students should check into the discussion for introductions and answer a few questions. Then they should welcome others to the course.
* This is for a Complete/Incomplete grade.
 | 0 Points0% |
| **Syllabus Quiz*** After reading the Syllabus and watching Dr. Gregg’s video introducing the course, students are REQUIRED to take a quiz over the Syllabus in Week One of the course.
* Worth up to 100 points.
 | 100 Points5% |
| **My Life with Sports Paper, Part 1*** A 2-3 page paper about your life with sports.
* Must use MLA formatting. No additional sources should be used in this paper.
* NOTE: This paper will be revised and information from Coakley will be added into what is already written for the My Life with Sports Paper, Part 2. Students should revise this paper according to the editing comments after it has been graded.
* Worth up to 100 points.
 | 100 Points5% |
| **12 Weekly Quizzes*** This course uses 12 out of 16 chapters from Coakley’s book.
* We skip Chs 6, 9, 11, and 15.
* We spend 2 weeks on Ch 7 and on Ch 10.
* Chapter quizzes are due at the end of each week.
* Students are only required to take 11 of the 12 assigned quizzes.
	+ If you take all 12, the lowest score is dropped.
* Each quiz is worth up to 100 points.
* 11 chapters X 100 points each = 1100 Points.
 | 1100 Points55% |
| **4 Film Discussions*** Students are required to watch 4 films that vary in length and then participate in discussions about the films with their peers. Films range from 5 minutes to 1 hour.
* Each film discussion is worth up to 100 points.
* 4 Film Discussions X 100 points each = 400 Points
 | 400 Points20% |
| **Extra Credit Discussion*** For Ch4, students can participate in an optional discuss uploading YouTube videos with parents behaving badly at their children’s sporting event(s) and by engaging in a discussion with their peers.
* This is the only extra credit in the course.
* This extra credit is worth up to 100 points.
 | (100 Possible EC Points) |
| **My Life with Sports Paper, Part 2*** After revising and editing the first version of this paper, students add different parts of Coakley that they have learned about to their paper.
* As students read Coakley, they should look for ways that the material in the chapters dovetails with their own experiences (or nonexperiences) with sports so that they can add to what they’ve already written in Part 1.
* This is a 5 to 6-page paper. Students add different ideas, theories, concepts, and studies discussed in Coakley to their original My Life with Sports Paper, Part 1.
* Students should use MLA formatting.
* Worth 300 points of your final grade and should be considered the final exam in the course.
 | 300 Points(15%) |
| **TOTAL** | 2000 Points+ 100 EC |

## **Dr. Gregg’s Grading Scale**

At the end of the semester, Dr. Gregg will base your grade on the Grading Scale below.

|  |  |
| --- | --- |
| **Percent** | **Letter Grade** |
| 90-100% of 2000 Points | A |
| 80-89% of 2000 Points | B |
| 70-79% of 2000 Points | C |
| 60-69% of 2000 Points | D |
| 59% or less of 2000 Points | F |

# **Tentative Course Schedule**

# **Skipping Chs. 6, 9, 11, 15**

**Module 1 / Week 1 (8/18-8/24)**

**Getting Started and Getting to Know You**

By the end of Module 1, students will be able to:

* Demonstrate their understanding of the expectations of the course by passing a Syllabus quiz.

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| --- | --- | --- |
| **✓** | **To Be Completed** | **Details** |
|  | * Buy book
* Read Syllabus
* Watch Dr. Gregg’s video introduction to course
* Watch Jay Coakley’s film “What is Sport Sociology?” 6” <https://www.youtube.com/watch?v=3C2cZibusmo>
* Take online Syllabus Quiz
* Introduce yourself to your classmates by completing the Introduce Yourself discussion. Welcome others.
 | B&N bookstore should be able to helpIn CanvasThere is no discussion for this film.Due before midnight on Saturday 8/24. |

**Module 2 / Week 2 (8/25-8/31)**

**Ch1 The Sociology of Sports: What is it and why study it?**

By the end of Module 2, students will be able to:

* Recall and identify concepts, terms, and studies related to the Sociology of Sports and be able to identify who studies sports.
* Appraise the video of Jay Coakley discussing "The Great Sport Myth," and discuss it with their peers.

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| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 1
* Review PowerPoint
* Participate in FD1
* Take Ch1 Quiz
 | TextIn CanvasDue before midnight on Saturday, 8/31 |
| FD1 | * For Film Discussion 1, watch Jay Coakley discuss “The Great Sport Myth” 7” [https://www.youtube.com/watch?v=1oAh5Z9Umr4](https://www.youtube.com/watch?v=1oAh5Z9UMr4)
* Participate in discussion for film.
 | In CanvasDue before midnight on Saturday, 8/31 |

**Module 3 / Week 3 (9/1-9/7)**

**Ch2 Producing Knowledge: How is Knowledge Produced in the Sociology of Sport?**

By the end of Module 3, students will be able to:

* Recall and identify concepts, terms, and theories related to how knowledge is produced in the sociology of sports.
* Prepare a sociological evaluation of their own life with sports.

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| **✓** | **To Be Completed** | **Details** |
| 9/2 | Labor Day | No Class |
|  | * Read Chapter 2
* Review PowerPoint
* Take Ch2 Quiz
 | Text In CanvasDue before midnight on Saturday, 9/7 |
|  | **Prepare for My Life with Sports Paper, Part 1*** Read directions
* Prepare an outline
* Look over Dr. Gregg’s MLA handout
* Email Dr. Gregg with questions
 | Instructions for this paper are at the end of the Syllabus and in Canvas.  |

**Module 4 / Week (9/8-9/14)**

**Ch3 Sports and Socialization: Who Plays and What Happens to Them?**

By the end of Module 4, students will be able to:

* Recall and identify concepts, terms, and theories related to socialization and who plays and what happens to them.
* Prepare a sociological evaluation of their own life with sports.

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| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 3
* Review PowerPoint
* Take Ch3 Quiz
 | TextIn CanvasDue before midnight on Saturday, 9/14 |
|  | **Prepare for My Life with Sports Paper, Part 1*** Prepare first draft of paper
* Edit and revise
 | Instructions for this paper are at the end of the Syllabus. |

**Module 5 / Week 5 (9/15-9/21)**

**Ch4 Organized Youth Sports: Whose Interest Do They Serve?**

By the end of Module 5, students will be able to:

* Recall and identify concepts, terms, and theories related to organized youth sports.
* Prepare a sociological evaluation of their own life with sports.

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| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 4
* Review PowerPoint
* Take Ch4 Quiz
 | TextIn CanvasDue before midnight on Saturday, 9/21 |
| EC | * Participate in discussion for Parents Behaving Badly (Directions are in Canvas in Discussions)
 | Due before midnight on Saturday, 9/21 |
|  | **Prepare for My Life with Sports Paper, Part 1*** Continue working on paper
* Edit and revise
 | Instructions for this paper are at the end of the Syllabus. |

**Module 6 / Week 6 (9/22-9/28)**

**Ch5 Deviance in Sports: Is It Out of Control?**

By the end of Module 6, students will be able to:

* Recall and identify concepts, terms, and theories related to deviance in sports.
* Conclude a sociological evaluation of their own life with sports.

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| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 5
* Review PowerPoint
* Take Ch5 Quiz
 | TextIn CanvasDue before midnight on Saturday, 9/28 |
| **DUE** | **My Life with Sports Paper, Part 1*** Finalize paper
* Be sure to use MLA formatting
* Submit to Canvas before deadline
* Your paper should be 2-3 pages in length.
 | Instructions for this paper are at the end of the Syllabus.Part 1 of paper is due before midnight on Saturday, 9/28 |

SKIP Ch6

**Module 7, 2 Weeks -- Week 7 (9/29-10/5) and Week 8 (10/6-10/12)**

**Ch7 Gender and Sports: Is Equity Possible?**

By the end of Module 7, students will be able to:

* Recall and identify concepts, terms, and theories related to gender and sports.
* Appraise the video about Lusia (Lucy) Harris - "The Queen of Basketball” and discuss it with their peers.

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| **✓** | **To Be Completed Week 7** | **Details** |
|  | * Begin reading the first half of Ch7
* Participate in FD2
 | No Quiz this week!  |
| FD2 | * For Film Discussion 2, watch “The Queen of Basketball” - the story of Lusia (Lucy) Harris – 22” <https://www.youtube.com/watch?v=vPFkcoTfr7g>
* Participate in discussion for film.
 | Due before midnight on Saturday, 10/5 |

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| **✓** | **To Be Completed Week 8** | **Details** |
|  | * Finish reading Ch7
* Review PowerPoint
* Take Ch7 Quiz
 | TextIn CanvasDue before midnight on Saturday, 10/12 |

**Module 8 / Week 9 (10/13-10/19)**

**Ch8 Race and Ethnicity: Are They Important in Sports?**

By the end of Module 8, students will be able to:

* Recall and identify concepts, terms, and theories related to race and sports.

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| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 8
* Review PowerPoint
* Take Ch8 Quiz
 | TextIn CanvasDue before midnight on Saturday, 10/19 |

SKIP Ch9

**Module 9, 2 Weeks – Week 10 (10/20-10/26) and Week 11 (10/27-11/2)**

**Ch10 Age and Ability: Barriers to Participation and Inclusion?**

By the end of Module 9, students will be able to:

* Recall and identify concepts, terms, and theories related to age and ability in sports.
* Appraise the TedTalk video about Amy Purdy "Living Beyond Limits” and discuss it with their peers.

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| **✓** | **To Be Completed Week 10** | **Details** |
|  | * Begin reading Ch10
* Participate in FD3
 | No Quiz this week!  |
| FD3 | * For Film Discussion 3, watch TedTalk “Living Beyond Limits” Amy Purdy 10” <https://www.youtube.com/watch?v=N2QZM7azGoA&t=37s>
* Participate in discussion for film.
 | Due before midnight on Saturday, 10/26 |

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| **✓** | **To Be Completed Week 11** | **Details** |
|  | * Finish reading Ch10
* Review PowerPoint
* Take Ch10 Quiz
 | TextIn CanvasDue before midnight on Saturday, 11/2 |

SKIP Ch11

**Module 10 / Week 12 (11/3-11/9)**

**Ch12 Sports and the Media: Could They Survive Without Each Other?**

By the end of Module 10, students will be able to:

* Recall and identify concepts, terms, and theories related to sports and the media.
* Revise the sociological evaluation of their own life with sports.

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| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 12
* Review PowerPoint
* Take Ch12 Quiz
 | TextIn CanvasDue before midnight on Saturday, 11/9 |
|  | **Revise My Life with Sports Paper, Part 1*** Look at the editing comments in the grading for Part 1 of this paper.
* Edit and revise based on the grading comments.
* Be sure to make any revisions to MLA formatting that have been noted on your paper.
 | Paper have been graded in Canvas. Students should be able to see the editing comments and grading comments in their Part 1 papers. |

**Module 11 / Week 13 (11/10-11/16)**

**Ch13 Sports in Politics: How Do Governments and Global Political Processes Influence Sports?**

By the end of Module 11, students will be able to:

* Recall and identify concepts, terms, and theories related to sports and politics.
* Begin applying sociological concepts, ideas, theories, and studies related to the course to their evaluation of their own life with sports.

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| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 13
* Review PowerPoint
* Take Ch13 Quiz
 | TextIn CanvasDue before midnight on Saturday, 11/16 |
|  | **My Life with Sports Paper, Part 2*** Begin adding terms, concepts, theories, ideas, and studies from Coakley’s text to your paper that relate to your own life with sports.
* Be sure to use MLA formatting and to cite appropriately.
 | This paper is the equivalent to a Final Exam. It falls due during Final Exams week sometime before midnight on Tuesday, 12/10.  |

**Module 12 / Week 14 (11/17-11/23)**

**Ch14 Sports in High School and College: Do Competitive Sports Contribute to Education?**

By the end of Module 12, students will be able to:

* Recall and identify concepts, terms, and theories related to high school and college sports.
* Continue applying sociological concepts, ideas, theories, and studies related to the course to their evaluation of their own life with sports.
* Appraise Monica McDermott's lecture, "Sports, Shootings, and Scholarships: Myths of African American Mobility” and discuss it with their peers.

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| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 14
* Review PowerPoint
* Take Ch14 Quiz
* Participate in FD4
 | TextIn CanvasDue before midnight on Saturday, 11/23 |
| FD4 | * For Film Discussion 4, watch Monica McDermott’s lecture, “Sports, Shootings, and Scholarships: Myths of African American Mobility” (Start at 8:18) <https://www.youtube.com/watch?v=lsrj07ChbFo&t=515s>
* Participate in discussion for film.
 | Due before midnight on Saturday, 11/23 |
|  | **My Life with Sports Paper, Part 2*** Continue adding terms, concepts, theories, ideas, and studies from Coakley’s text to your paper that relate to your own life with sports.
* Be sure to use MLA formatting and to cite appropriately.
* Your paper should be 5-6 pages in length.
 | This paper is the equivalent to a Final Exam. It falls due during Final Exams week sometime before midnight on Tuesday, 12/10. |

SKIP Ch15

Week Fifteen (11/24-11/30) No Classes Thanksgiving

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| --- | --- | --- |
| ✓ Off | Description of Work | More Details |
| To Do | * Nothing – Be with family and friends and enjoy a little time off!
 | Happy Thanksgiving!  |

**Module 13 / Week 16 (12/1-12/7)**

**Ch16 Sports in the Future: What Do We Want Them to Be?**

By the end of Module 13, students will be able to:

* Recall and identify concepts, terms, and theories related to sports in the future.
* Continue applying sociological concepts, ideas, theories, and studies related to the course to their evaluation of their own life with sports.

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| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 16
* Review PowerPoint
* Take Ch16 Quiz
 | Text In CanvasDue before midnight on Saturday, 12/7 |
|  | **My Life with Sports Paper, Part 2*** Put the finishing touches on your paper.
* Look it over for spelling, grammar, and punctuation mistakes.
* Be sure to use MLA formatting and to cite appropriately.
* Your paper should be 5-6 pages in length.
 | This paper is the equivalent to a Final Exam. It falls due during Final Exams week sometime before midnight on Tuesday, 12/10. |

**Module 14 / Final Exams Time**

By the end of this course, students should be able to:

* Apply sociological concepts, ideas, theories, and studies related to the course to their evaluation of their own life with sports. (My Life with Sports Paper, Part 2)

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| **✓** | **To Be Completed** | **Details** |
|  |  Turn in My Life with Sports Paper, Part 2 | Due in Canvas before midnight on Tuesday, 12/10 |

# **More Details about Assignments**

## **Introductions/Discussion (0 Points / Complete/Incomplete Grade)**

## Before the end of Week One of the course students are expected to check into the course and introduce themselves answering a few questions. Then, to receive a “Complete” on this assignment, students should welcome at least two others to the course.

## **Syllabus Quiz (100 Points / 5% of Grade)**

After reading the syllabus and course expectations and watching Dr. Gregg’s video introducing you to the course, students are asked to take a Syllabus Quiz demonstrating their understanding of the course. Students are permitted two attempts on this quiz. Each time students have 20 minutes to take this quiz. This quiz is worth 100 points. If you do not do well the first time, revisit the information in the Syllabus and try again. Your highest score will be posted in the grade book.

## **Chapter Quizzes (1100 Points / 55% of Grade)**

As we move through the course, we will be digesting the material in Jay Coakley’s text. Out of the 16 chapters in the book, we will only use 12 of them. Note that we are skipping chapters 6, 9, 11, and 15. But we will spend two weeks on Chs 7 and 10. Most weeks students are asked to take a quiz over the material in the chapters assigned. The course is set up to allow students one week to take the quiz. Quizzes open on Sundays at 12:00 a.m. and close on Saturdays at 11:59 p.m. (or midnight). Students are only permitted to miss one quiz with no penalty. Here are a few more details on the quizzes.

* To prepare for the quizzes students should read the chapter(s) assigned and use any resources in Canvas related to the chapters.
* Each quiz has 10 multiple choice or true or false questions with only one best answer.
* Each question is worth 10 points for a total of up to 100 points per quiz.
* Students are permitted 20 minutes and are allowed only one attempt at each quiz.
* Answers to the quiz questions are not released to the students afterward. If you have question about a missed quiz question, email Dr. Gregg to discuss.
* Students should aim to take all 12 quizzes but are only required to take 11 of them.
	+ At the end of the semester the lowest quiz score (out of 12) will be dropped.
* If you think you may miss a quiz, contact Dr. Gregg in advance of the due date and time. If you do this, she will alter the due date and time for you.
* If you miss a quiz, you have missed the opportunity for these points in the course.

## **Film Discussions (400 Points / 20% of Grade)**

We will use four films in class for class discussions. Titles and links to the films for discussions are in the Syllabus and are also listed below. In the online discussion, students are asked to do the following:

* In 8-10 sentences, briefly appraise what you saw in the film. This means describe or explain something that struck you as sociologically important or noteworthy about sports. Consider sharing something you learned from the film that you did not know before.
* End your post by posing a sociological question about what you saw in the film.
	+ TIP: For your question, consider race, class, gender, ability, and age.
* For full credit, you must respond to at least one other person about their discussion post (more than one is even better) in a meaningful way. This means your response should be at least 3-5 sentences in length.
* Students are expected to write in full sentences using proper grammar and punctuation.

Film discussions are intended for you to talk to your peers. Therefore, Dr. Gregg (and the TA) will not participate in the discussion. Instead, you will hear from them in the grading comments of your discussion posts.

### **More Information about Films**

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| **Film Title and Length** | **Assigned** | **Online Discussion Post Due** |
| “The Great Sport Myth” (7 Minutes) <https://www.youtube.com/watch?v=1oAh5Z9UMr4&t=26s> | Module 2Week 2 | FD1 due 8/31 |
| “The Queen of Basketball” – the story of Lusia (Lucy) Harris (22 Minutes) <https://www.youtube.com/watch?v=vPFkcoTfr7g> | Module 7Week 7 | FD2 due 10/5 |
| TedTalk “Living Beyond Limits” Amy Purdy (About 10 Minutes) <https://www.youtube.com/watch?v=N2QZM7azGoA&t=37s> | Module 9Week 10 | FD3 due 10/26 |
| “Sports, Shootings, and Scholarships: Myths of African American Mobility” Monica McDermott (Start at 8:18 and watch to 45:38) (Roughly 40 minutes). <https://www.youtube.com/watch?v=lsrj07ChbFo&t=515s> | Module 12Week 14 | FD4 due 11/23 |

### **How You Will Be Graded on Film Discussions**

* Writes using proper grammar, punctuation, and spelling and follows directions. 10 Points
* Appraises film. 50 Points
* Writes a sociological question about the film. 20 Points
* Responds to 1 person about their discussion post. 10 Points (For 90%)
* Responds to >1 one person about their discussion post. 10 Points (For 100%)

## **My Life with Sports, Part 1 (100 Points / 5% of Grade)**

There are two parts to your My Life with Sports paper in this course. Early in the semester students will work on Part 1 of this paper.

The goal of Part 1 of this paper is to be critically self-reflective as you remember, describe, and evaluate your sports experiences, the contexts in which they occurred, and the impact they had on you and others who were involved.

### **Develop an Outline:**

To begin Part 1 of your paper, create an outline of your involvement (or noninvolvement) in physical play, informal games, and organized sports. The outline should identify who was involved; your personal experiences related to family relationships/dynamics, friends, school, teachers, and coaches; key moments (at least one negative and one positive moment); intense memories; your current situation; and your anticipated future. This outline will help guide you in your writing process of Part 1 of this paper.

### **Begin Writing:**

Once you have a solid outline in hand, begin drafting paragraphs filling in the information based on the following writing prompts. Students should provide details, but also remain cognizant of the page limit for Part 1 of the paper which is 2-3 pages total. If you write 8-10 sentences per paragraph, you should be able to address all the prompts and stay within the expected page limit.

### **Prompts for Part 1 Writing:[[1]](#footnote-1)**

* Part 1 (2 paragraphs): Think back to your early experiences of playing physical games and sports and describe them in terms of when they occurred, the context in which they occurred, and what was going on in your life as they occurred. Then answer the question: How were those early experiences related to your age, social class, race or ethnicity, family, and neighborhood or community?
* Part 2 (1 paragraph): When children first play (or do not play) sports through childhood, they do so in connection with ideas about themselves, about their bodies, and about the meaning of their experiences. Consider where these ideas come from in your childhood (ages 4–12)? How did they influence your experience with sport? Have these ideas changed in your life since age 12? How have these ideas influenced your experiences since childhood up to the present time?
* Part 3 (1 paragraph): Opportunities to play sports and the character of sports experiences often are different for boys than they are for girls and for children from different racial or ethnic groups and social class backgrounds. Write about how your characteristics of gender, race/ethnicity, and social class influenced the sports you did or did not play as a child. Have factors related to gender, race/ethnicity, and social class influenced your experiences through your life to the present? Give examples of this influence or explain why these factors were not important in your sports experiences.
* Part 4 (1 paragraph): Many young adults say that without their parents, they never would have had the opportunity to play sports as a child or adolescent. Explain the ways that your parents encouraged/facilitated or discouraged/interfered with your sports participation. Were there differences between the support provided by your mother and the support provided by your father? If there were, list those differences. (If you were raised by grandparents, other relatives, or same-sex parents, consider them in this paragraph as well.)
* Part 5 (1 paragraph): To conclude Part 1 of this paper, think about how your sports experiences or a lack of sports experiences have influenced your life. Write about this.

### **MLA Formatting:**

Students are expected to use MLA formatting for Part 1 and Part 2 of their “My Life with Sports” papers. There is a great deal of help in Canvas showing you how to format your paper correctly. There are films, handouts, example papers from other classes, and links to the Purdue Owl. Please use these resources. If you have questions about MLA formatting, reach out to Dr. Gregg (or the TA) before turning in your paper. Students should not use any outside sources in Part 1 of the paper. Therefore, there is no Works Cited page necessary.

### **Grading Part 1:**

Dr. Gregg (and the TA) will carefully grade your paper and provide helpful critical feedback on your writing. Before proceeding to Part 2 of the writing process, students are expected to revise their papers based on the helpful critical feedback provided in the editing comments embedded in Part 1 of the paper and in the grading comments in Canvas. Failure to do this, will result in a deduction of -25% on Part 2 of the paper.

#### **How You Will Be Graded for Part 1**

Writing: Uses proper grammar, punctuation, and capitalization. Uses MLA formatting. Follows directions. (10 Points)

Part 1: Addresses prompts related generally to background growing up. (20 Points)

Part 2: Addresses prompts related to ideas about themselves, their bodies, and meaning of their experiences with sports (20 Points)

Part 3: Addresses prompts related specifically to experiences with gender, race, and class. (20 Points)

Part 4: Addresses prompts related to influence of sports on life. (20 Points)

Part 5: Concludes paper by considering the future with sports. (10)

## **My Life with Sports, Part 2 (300 Points / 15% of Grade)**

After making the necessary revisions to Part 1 of your paper, you are ready to work on Part 2. Students will complete Part 2 of the paper late in the semester and will turn in the paper in lieu of a Final Exam in the course. The goal of Part 2 of this paper is to apply different concepts, ideas, theories, and studies learned from Coakley’s text (the material in the course) to your own sociological evaluation of your life with sports. This means altering the original paper by adding Coakley, deleting irrelevant parts, and adding other things that you may remember to make Part 2 a solid analysis of your own evaluation of your life with sports.

### **Writing**

**Introduction (1 Paragraph):** The first thing you will want to have in Part 2 of the paper is an introduction. In the introduction you should explain what the paper is about and introduce the source that you will use. There should only be one source in this paper because this paper should be considered a final exam over the course.

**Application of Coakley (at least 5 paragraphs):** In this course we use 12 of the 16 chapters in Coakley’s book. Students should aim to use information from at least 5 different chapters from the chapters assigned (remember to skip Chs 6, 9, 11, and 15) to apply to their own life with sports. The chapters used should be easy to identify in the writing (see examples below). The following four paragraphs are examples of how to connect concepts, ideas, theories, or studies to your evaluation. Dr. Gregg uses her own life experiences to illustrate how to do this. These examples should give students some idea of the level of sophistication of the writing expected and the amount of detail required for Part 2 of this paper.

##### **Example of Applying a Concept *(injuries)***

I was encouraged by friends to take up tennis while I was in Montana teaching at Montana State University. At the university, they had an indoor tennis program that was open to the public to schedule for use. I took several lessons with the tennis pros during my time there and this helped me to improve my ability to serve. That is, until I injured my right rotator cuff trying to serve like Serena Williams. I hurt my shoulder so badly, I was unable to lift my arm for many weeks. Coakley says that injuries like this often cause an athlete to “drop out” of their sport. I admit that I am no spring chicken and injuries like this, especially if I push myself too hard, are to be expected. I guess I’m getting old and that might mean shifting to table tennis instead of tennis. But am I old? Really? In chapter 10 Coakley tells us that the concept “*Older people* is the age identification term preferred by older people today” (Coakley 337). Reading about this concept makes me wonder: Am I “older people” now? Gosh, I hope not. Not yet!

##### **Example of Applying an Idea (women’s sports in the media)**

Once when Notre Dame played Purdue in the NCAA Women’s Basketball Championship, my husband and I went to *Buffalo Wild Wings* to watch the game and have some wings. When we ordered our food, we asked first the waitress, and then the bar tender, to turn at least one television set to the game. The bartender told us, “We don’t watch women’s sports in this joint.” We immediately left and found another sports bar that would accommodate us. Coakley tells us in chapter 7 that “Women’s sports are covered far less often and in far less detail than men’s sports, but social media and expansion of traditional media channels now enable girls and women to see and read about the achievements of female athletes in a range of sports” (Coakley 216). This wasn’t happening that night at *Buffalo Wild Wings* and we have not darkened their door since. They lost our business.

##### **Example of Applying a Theory (theory of ableism in society)**

About 10 years ago I worked at a university in Indiana that valued service learning projects and allowed faculty to choose how service learning was implemented in their courses. I chose to work with an adaptive sports program in the area called Turnstone. Each semester I would volunteer with the students to work with athletes with various mental and physical impairments playing sports like wheelchair tennis, wheelchair soccer, goal ball, or wheelchair basketball. It was one of the most meaningful things I’ve ever personally done in my life. Coakley tells us that sports are affected by many different ideologies and that ideologies help us to make sense of our worlds. When I volunteered at Turnstone, I saw a serious effort was being made to combat what Coakley calls “ableist ideology,” which is defined as, “*interrelated ideas and beliefs that are widely used to identify people as physically or intellectually disabled, to justify treating them as inferior, and to organize social worlds and physical spaces without taking them into account”* (Coakley 17). The theory of ableism assumes that all people are either able-bodied or disabled and that those who are disabled are somehow inferior to everyone else. This was certainly not going on at Turnstone! Instead, they were acknowledging the want, desire, and need of athletes with physical and mental impairments to play sports and of all kinds! Personally, I’ve never had a more humbling experience than the five years I worked with Turnstone.

##### **Example Applying a Study (study of changes in sports participation)**

When I grew up, I loved sports. I lived for sports. I mostly played softball and volleyball, because at that time, these were two of the few sports that were considered proper for young ladies to play (Title IX was not immediately implemented in Texas public schools). I played these sports through all my middle school and some of my high school years. Then, I went quite a few years not playing any sports at all until I got involved with coed, adult, slow-pitch softball at about age 21. I played slow-pitch off and on for many years (close to 20) and was on many coed championship teams. Researchers in the sociology of sport are interested in understanding changes in sports participation like the ones I’ve just described. One study described in Coakley’s chapter 3 wanted to know how four major life events affected sports participation. Those events were: “*beginning to work, living independently, cohabitating or getting married,* and *becoming a first-time parent”* (Coakley 60). These researchers studied sports participation in the Netherlands, but I think what they wanted to know could apply to my ins and outs of participation too, especially the effect of getting married and having children. After these two major life events, I was more likely to be a coach than a player. I coached (or assisted) my children’s indoor soccer, softball, and basketball teams at different points in time. This aligns with the idea that “decisions to stop sport participation are not always the result of negative experiences, poor or abusive coaching, injuries, or declining abilities” (60). My decision to devote my time to coaching and not playing was definitely positive and not due to any negative experience with sports.

**Conclusion (1 paragraph):** Your concluding paragraph should describe what you anticipate in the future with respect to sports in your life, and how that future is connected with your past experiences and what may occur in your life in the future. In this paragraph quote something from Coakley’s Ch16 Sports in the Future: What Do We Want Them to Be?

#### **How You Will Be Graded for Part 2**

Corrections: Makes corrections based on editing comments and grading from Part 1. (75 Points or 25% of grade)

Writing: Uses proper grammar, punctuation, and capitalization. Uses MLA formatting. Follows directions. (25 Points)

Introduction: Explains what the paper is about and introduces Coakley. (25 points)

Connections: Connects previous writing from Part 1 paper to at least 5 chapters in Coakley’s text. Connections are clearly related to a concept, idea, theory, or study from Coakley. Student clearly applies material learned in course to his/her/their own evaluation of their life with sports. (150 points)

Conclusion: Addresses sports in the future. Quotes Coakley Ch16. (25 Points)

## **Extra Credit Discussion (100 Points)**

There is one opportunity built into the course for up to 100 extra credit points. If earned, these points can be used to make up for a missed quiz, a missed film discussion, or just points off on one of the “My Life with Sports” papers.

These extra credit points pertain to Ch4 and the discussion of adult involvement in youth sports. At several points in this chapter, Coakley discusses adults such as parents or coaches and their behaviors (both good and bad) related to youth sports programs. So, for this discussion, find a YouTube video (of 5 minutes or less) of parents behaving badly at a youth sporting event and post it in the discussion. First, in about 8-10 sentences briefly describe the problem with adult behavior(s) that you see in the video. Then, consider what should be done about it. In other words, what is a possible solution to the problem of parents (and/or coaches) behaving badly at children’s sporting events? For full credit respond to at least two other students’ discussion posts.

NOTE: To discourage students from duplicating the videos shared, students who post original videos FIRST, will receive all the points for this extra credit assignment. Those that follow will be deducted -15 points. Therefore, it is in your best interest to find and post an original video of parents behaving badly.

1. Students will write an introductory paragraph for this paper when they write Part 2. [↑](#footnote-ref-1)