# **Sociology of Sport (Online)**

# **SOCI 2050 400 (11847)**

# **Fall 2025**

## **Instructor Information**

Professor: Dr. Karen Monique Gregg

Office Location: Sycamore 288V

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

Office Hours: Tuesdays and Thursdays 9:00 a.m. to 10:30 a.m. 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. Note that Dr. Gregg does not respond to emails or messages on weekends.

Instructor Email: [Karen.Gregg@UNT.edu](mailto: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 Due Dates and Times**

Courses Start Monday 8/18

Labor Day Monday 9/1 No Classes

Syllabus Quiz Due online in Canvas before midnight on Saturday 8/23

**Other Assignments**

(Discussions & Quizzes) Due online in Canvas on Saturdays before midnight

Thanksgiving Break (Week 15) Sunday 11/23 to Saturday 11/29

Paper Due Dates (Week 4) 1st Iteration of the My Life with Sports paper due before midnight on Saturday 9/13

(Week 11) 2nd iteration of the My Life with Sports paper due before midnight on Saturday 11/1

Pre-Finals Days Wednesday 12/3 – Thursday12/4

Reading Day Friday 12/5

Final Exam Due Tuesday, 12/9

Semester Ends Friday 12/12

## **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.

## **Certifications**

This course is part of the [Social Sciences & Popular Culture Certificate](https://catalog.unt.edu/preview_program.php?catoid=37&poid=19617&returnto=4292) and [Sports Media Certificate.](https://catalog.unt.edu/preview_program.php?catoid=37&poid=18740&returnto=4292) Click on these links to see how you can earn these Certificates from UNT.

## **Course Structure**

This course is 100% online. Each week students are expected to complete the reading assigned and to use whatever resources in Canvas to help master the material in the text. Assignments in this course include a syllabus quiz, chapter quizzes, discussions, a paper (that you’ll work on and turn in two different times) applying what you’ve learned to your own sociological biography about sports, and a comprehensive Final Exam. 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 under the heading **Tentative Course Schedule**.

## **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.
* Complete your work using a working computer that has reliable Internet access.

## **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 sport in society. (Quizzes and Final Exam)
* Participate in discussions designed for you to check into the course and discuss how the course is going for you with your peers. (Introduction, Midway, and Goodbye Discussions)
* My Life with Sports Paper Objectives
  1. Conduct an evaluation of your own life with sports by completing a brief sociological sports biography. (1st Iteration of the My Life with Sports Paper)
  2. Apply sociological concepts, ideas, theories, and studies learned from the course materials (Coakley and De Oca’s book) to the evaluation of your own life with sports. (2nd Iteration of [AKA the Revised] My Life with Sports Paper)

## **Required Course Materials**

The required text for this course is Jay Coakley and Jeffrey Montez De Oca’s *Sports in Society: Issues and Controversies*, 13th Edition (2025 RELEASE or EVERGREEN RELEASE). 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 Barnes & Noble UNT bookstore on campus. ISBN 978-1-266-43016-9 (bound edition) or ISBN 978-1-266-89075-4 (loose-leaf edition).

### **2025 Release Overview**

*Sports in Society: Issues and Controversies* offers a compelling and thought-provoking exploration of the sociology of sport and examines the complex relationship between sports, culture, and society using sociological theories, concepts, and research. The content delves into pressing issues and controversies, encouraging critical thinking about the role of sports in everyday life. *Sports in Society* integrates fresh perspectives on global sports controversies and media coverage while maintaining an accessible and engaging approach. The text provides students with the tools to analyze and advocate for more inclusive, ethical sporting environments.

### **ODA Book Information**

For more information related to accessibility for this book, please visit this website: Learning [Resources and Alternative Formats](https://www.mheducation.com/highered/explore/accessibility/resources-and-formats.html).

### **Optional Spotify Podcasts**

The authors of the text have created podcasts in Spotify to go along with the chapters of the text. Listening to these podcasts is OPTIONAL, but will enhance your learning of the course material. No assignments are based on the podcasts. I list this information here to alert you to this supplemental resource for the book. Here is a link to the podcasts: [Sports in Society Podcasts](https://open.spotify.com/show/1kaVlevFfDuNUm5bOAyfSx). Under the heading **Tentative Course Schedule**, you will find the link to each individual podcast.

## **Teaching Philosophy for this Course**

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. Many Americans take for granted that sports are good and only do wonderful things for those who participate, yet this is not everyone’s experience with sport. For example, many who participate in *power and performance* sports have powerfully negative experiences. For this reason, this course is designed for you to consider the many perspectives on sport in society (the good and the bad). Additionally, a major focus in this course relates to developing an understanding that as we age (even if we are athletic), all people are on a trajectory of less and less mobility. Because of this we consider non-competitive ways to stay healthy as we age called *pleasure and participation* sports. To learn all this, students must stay engaged online and cooperate by embracing the material in the assigned text so that they can interact with one another to learn 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:

* Students must have a working computer with reliable Internet access to succeed in this 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 INTERPRETED 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](mailto: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. For online students, this means active participation online in Canvas. If you miss class or assignments online, you miss the opportunity for those points.

## **Links to Miscellaneous Student Support Services (Checked links 5/16/2025)**

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>)

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

* [Registrar](https://registrar.unt.edu/index.html) (https://registrar.unt.edu/index.html)
* [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)
* [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/>)

## **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, you are agreeing to abide by. 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 with 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 she can to abide by the syllabus, so she expects you to do the same.
3. Active participation in class and 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 to help you succeed.
4. To complete all assignments as they are scheduled under the heading **Tentative Course Schedule**.
5. To act with academic integrity during any quizzes and exams, and in all writing. Your work should be your own. Cheating will not be tolerated! Dr. Gregg will adhere to the UNT policy on academic dishonesty. Please note the following:
   * Discussions are set up to require you to post your own original work 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. This is considered an academic integrity violation in this course and Dr. Gregg will report you to UNT for cheating. If you do this more than once, you will automatically fail the course.
   * If you use AI to generate any work in this course, you will receive a zero (0) on the assignment and will be asked to meet with Dr. Gregg in office hours to explain. Dr. Gregg will report you to UNT for cheating. If you do this more than once, you will automatically fail the course.
6. To read the grading comments that the professor (or the TA if there is one) provides for you when grading your assignments. Dr. Gregg will incorporate tips for how to do better on future assignments.
7. To seek help from the Writing Center on campus found in Sage Hall if you need help writing papers. UNT employs students and other administrative personnel who are ready and willing to help guide you through the writing process.
8. To put assignments in the correct spot in Canvas. If you put something 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 is graded to rectify the situation. Otherwise, the zero (0) will stick.
9. To follow all directions in the syllabus for all assignments. If you do not follow all the directions, your score will be reduced substantially and you might receive a zero (0) on that assignment.
10. 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 and Jeffrey Montez De Oca’s 2025 RELEASE / EVERGREEN RELEASE of the13th Ed. of *Sports in Society*. If it appears that you are using something other than what everyone else is using for your assignments (e.g., an earlier edition of the text), you will earn a zero (0). For the course to be fair, everyone is required to have the correct material assigned.
11. To appropriately cite your work.
    * If the professor (or TA if there is one) happens look something up that 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. This will be considered cheating and Dr. Gregg will complete an academic integrity violation.
    * For this course we are using MLA formatting for all writing assignments. Help with MLA formatting is in Canvas. Student are advised to use the [Purdue Owl](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/index.html) for help with formatting.
12. 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 students experience some technical difficulty with their computer or Internet, it is the student’s responsibility to find an alternative way to complete the work on time. This means that Internet outages and computer glitches are insufficient reasons for missing assignments in this course.
13. To not wait until the last minute to submit assignments in Canvas. 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.
14. To request 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.
15. To contact the professor (or the TA if there is one) 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.
16. 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).

## **Assignments Explained and Point and Percentage Values**

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| Description of Assignments | Points |
| **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 before the end of Week One. * Worth up to 50 points of final grade | 50 Points  2% |
| **3 Discussions (Check-Ins)**   1. Week One Introductions 2. Midway Check-In 3. Goodbye to the class  * Worth up to 50 points Each | 150 Points  6% |
| **My Life with Sports Paper (1st Iteration with no sources)**   * 2-3 page sociological paper about your life with sports * Required to use MLA formatting * Written with no sources * Worth up to 200 points of final grade   Heads up! This paper will be revised and information from Coakley and De Oca will be incorporated into what is already written for the Revised (2nd iteration) of the My Life with Sports Paper due near the end of the course. | 200 Points  8% |
| **12 Chapter Quizzes**   * This course uses 12 out of 16 chapters from Coakley and De Oca’s 2025 REVISED / EVERGREEN book * Skip Chs 6, 9, 11, and 15 * We’ll spend 2 weeks on Ch 7 Gender and 2 weeks on Ch 10 Age and Ability. * Due before midnight on Saturdays (of most weeks) * Required to take all 12 of the assigned chapter quizzes * Worth up to 100 points * 12 chapters X 100 points each = 1200 points of final grade | 1200 Points  48% |
| **Revised My Life with Sports Paper (2nd Iteration with the text added)**   * Students are required to revise the first iteration of their paper. Failure to do so will result in an automatic -20% (-80 points) from the 2nd iteration due near the end of the course. * After making required revisions, students then add to it information from at least five (5) different chapters of Coakley and De Oca that they believe pertain to what they’ve written about their own sociological life with sports. * This paper was previously only 2-3 pages. After making revisions and adding in Coakley and De Oca, the paper should be no more than 5-6 pages. This does not include the Works Cited page which should be included at the end. * Required to use MLA formatting * Worth up to 400 points of the final grade | 400 Points  16% |
| **Comprehensive Final Exam**   * To conclude the course and to demonstrate comprehension of the course content, students take a comprehensive exam covering chapters 1, 2, 3, 4, 5, 7, 8, 10, 12, 13, 14, 16 of Coakley and De Oca’s book. * Worth up to 500 points of the final grade | 500 Points  20% |
| **TOTAL** | 2000 Points |

## **Dr. Gregg’s Grading Scale**

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

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| **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**

**Week 1 (8/17-8/23)**

**Getting Started, Getting to Know You, &**

**Ch1 The Sociology of Sport: What is it and Why Study it?**

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

* Demonstrate their understanding of the expectations of the course by passing a Syllabus quiz. (SylQ)
* Participate in discussion designed for you to check into the course and introduce yourself to your peers. (Introduction Disc1)
* Recall and identify concepts, terms, and studies related to the Sociology of Sports and be able to identify who studies sports. (Ch1Q)

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| **✓** | **To Be Completed** | **Details** |
|  | * Buy book * Read Syllabus and work through the Introduction Module * Watch Dr. Gregg’s video introduction to course * Recommended: Watch video where Jay Coakley discusses [“What is Sport Sociology?”](https://www.youtube.com/watch?v=3C2cZibusmo) 6” * Take online Syllabus Quiz * Introduce yourself to your classmates by completing the discussion for Introductions. Welcome at least two others. | B&N bookstore should be able to help  Complete before midnight on Saturday 8/23  Participate in discussion before midnight on Saturday 8/23 |
|  | * Read Chapter 1 * Optional – [Listen to Spotify *Sports in Society* Podcast for Ch1](https://open.spotify.com/episode/6YB2qNjxeJY5qaYnZD5FSZ) * Take Ch1 Quiz | Complete before midnight on Saturday 8/23 |

**Week 2 (8/24-8/30)**

**Ch2 Producing Knowledge About Sports in Society: How are Theory and Research used in the Sociology of Sport?**

By the end of this chapter, students will be able to:

* Recall and identify concepts, terms, and theories related to how theory and research are used in the sociology of sports. (Ch2Q)
* Prepare a sociological evaluation of own life with sports. (1st Iteration of MLwS paper)

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| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 2 * Recommended: Watch Video where Jay Coakley discusses [“The Great Sport Myth”](https://www.youtube.com/watch?v=1oAh5Z9UMr4&t=1s) 7” * Optional – [Listen to Spotify *Sports in Society* Podcast for Ch2](https://open.spotify.com/episode/3SxOPtILPXt83aAwBZR52U) * Take Ch2 Quiz | Complete before midnight on Saturday 8/30 |
|  | **Prepare to write My Life with Sports Paper**   * Carefully read directions in Syllabus and in Canvas * Prepare an outline for paper * Look over MLA formatting by visiting the Purdue Owl * Visit the Writing Center in Sage Hall for help writing * Message Dr. Gregg using the Inbox in Canvas with questions you may have * Consider scheduling an office hour meeting with Dr. Gregg to discuss paper | Detailed instructions for this paper can be found at the end of the Syllabus and in Canvas.  Paper due before midnight on Saturday 9/13 |

**Week 3 (8/31-9/6)**

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

By the end of this chapter, students will be able to:

* Recall and identify concepts, terms, and theories related to socialization and who plays and what happens to them. (Ch3Q)
* Prepare a sociological evaluation of own life with sports.

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| **✓** | **To Be Completed** | **Details** |
| 9/1 | Labor Day | No Class |
|  | * Read Chapter 3 * Optional – [Listen to Spotify *Sports in Society* Podcast for Ch3](https://open.spotify.com/episode/5v6FXWF7X9NUdVnIYQJ7SZ) * Take Ch3 Quiz | Complete before midnight on Saturday 9/6 |
|  | **Write My Life with Sports Paper**   * Prepare first draft of paper * Edit and revise * See Dr. Gregg in office hours for help | Detailed instructions for this paper can be found at the end of the Syllabus and in Canvas.  MLwS paper is due before midnight on Saturday 9/13 |

**Week 4 (9/7-9/13)**

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

By the end of this chapter, students will be able to:

* Recall and identify concepts, terms, and theories related to organized youth sports. (Ch4Q)
* Conclude and submit a sociological evaluation of own life with sports.

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| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 4 * Optional – [Listen to Spotify *Sports in Society* Podcast for Ch4](https://open.spotify.com/episode/77OQGOGiGR4gnK47oL5UpU) * Take Ch4 Quiz | To be completed before midnight on Saturday 9/13 |
| **DUE** | **My Life with Sports Paper**   * Finalize paper * Use MLA formatting * Your paper should be 2-3 pages in length. * Upload to Canvas before deadline | Instructions for paper are at end of the Syllabus and in Canvas.  MLwS paper due before midnight on Saturday 9/13 |

**Week 5 (9/14-9/20)**

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

By the end of this chapter, students will be able to:

* Recall and identify concepts, terms, and theories related to deviance and doping in sports. (Ch5Q)

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| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 5 * Optional – [Listen to Spotify *Sports in Society* Podcast for Ch5](https://open.spotify.com/episode/1Fb75KqJq9hyMH67Go3GFF) * Take Ch5 Quiz | Complete before midnight on Saturday 9/20 |

SKIP Ch6

**Two Weeks – Week 6 (9/21-9/27) and Week 7 (9/28-10/4)**

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

By the end of this chapter, students will be able to:

* Recall and identify concepts, terms, and theories related to gender and sports. (Ch7Q)

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| **✓** | **To Be Completed Week 6 (9/21-9/27)** | **Details** |
|  | * Begin reading the first half of Ch7 * Recommended: Watch video created by a UNT student [“The Queen of Basketball” - the story of Lusia (Lucy) Harris](https://www.youtube.com/watch?v=vPFkcoTfr7g) – 22” | No Quiz this week! |

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| **✓** | **To Be Completed Week 7 (9/28-10/4)** | **Details** |
|  | * Finish reading Ch7 * Optional – [Listen to Spotify *Sports in Society* Podcast for Ch7](https://open.spotify.com/episode/0eXbfz8Dy4zzLwDheUvggS) * Take Ch7 Quiz | Complete before midnight on Saturday 10/4 |

**NOTE:** By now your papers should be graded and returned to you in Canvas. Look over the grading comments in Canvas. Spend this week editing and revising your paper and begin adding to it (incorporate into what you’ve already written) different parts of Coakley and De Oca’s text (that we’ve used in this course). Go to the Writing Center in Sage Hall for help with writing. The final paper is due before midnight on Saturday 11/1.

**Week 8 (10/5-10/11)**

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

By the end of this week, students will be able to:

* Recall and identify concepts, terms, and theories related to race and sports. (Ch8Q)
* Revise the sociological evaluation of own life with sports. (Revised MLwS paper)
* Participate in discussion designed for you to check into the course and discuss how the course is going with your peers. (Midway Check-in Disc2)

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| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 8 * Optional – [Listen to Spotify *Sports in Society* Podcast for Ch8](https://open.spotify.com/episode/6KoNLwiO3M1GcksXK8VCrR) * Take Ch8 Quiz | Complete before midnight on Saturday 10/11 |
|  | * Revise MLwS paper based on grading comments and in-text editing comments in your paper. * Participate in discussion with classmates by checking into the Midway discussion. Respond to others.  Disc 2 | Edit the first draft of your paper.  Participate in discussion before midnight on Saturday 10/11 |

SKIP Ch9

**Two Weeks – Week 9 (10/12-10/18) and Week 10 (10/19-10/25)**

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

By the end of this chapter, students will be able to:

* Recall and identify concepts, terms, and theories related to age and ability in sports. (Ch10Q)
* Revise the sociological evaluation of own life with sports. (Revised MLwS paper)

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| **✓** | **To Be Completed Week 9 (10/12-10/18)** | **Details** |
|  | * Begin reading Ch10 * Recommend: Watch this TedTalk [“Living Beyond Limits” Amy Purdy](https://www.youtube.com/watch?v=N2QZM7azGoA&t=37s) 10” | No Quiz this week! |
|  | **Continue Revision of My Life with Sports Paper**   * Review grading comments and in-paper editing of your 1st iteration of this paper. * Edit and revise based on the grading comments and editing comments in the paper. * Make revisions to MLA formatting that have been noted in grading comments. | Edit the first draft of your paper.  Due before midnight on Saturday 11/1. |

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| **✓** | **To Be Completed Week 10 (10/19-10/25)** | **Details** |
|  | * Finish reading Ch10 * Optional – [Listen to Spotify *Sports in Society* Podcast for Ch10](https://open.spotify.com/episode/1lkEcNYXMvlAxukzv7lI0m) * Take Ch10 Quiz | Complete before midnight on Saturday 10/25 |
|  | **Continue Revision of My Life with Sports Paper**   * Review grading comments and in-paper editing of your 1st iteration of this paper. * Edit and revise based on the grading comments and editing comments in the paper. * Make revisions to MLA formatting that have been noted in grading comments. * If you need help with this, see Dr. Gregg in office hours. She will help you. * Note: Failure to make revisions will result in -20% (a deduction of 80 points) when you turn in the revised and final version. | Edit the first draft of your paper.  Due before midnight on Saturday 11/1. |

SKIP Ch11

**Week 11 (10/26-11/1)**

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

By the end of this chapter, students will be able to:

* Recall and identify concepts, terms, and theories related to sports and the media. (Ch12Q)
* Finalize and submit the sociological evaluation of own life with sports. (Revised MLwS paper)

|  |  |  |
| --- | --- | --- |
| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 12 * Optional – [Listen to Spotify *Sports in Society* Podcast for Ch12](https://open.spotify.com/episode/6YZn9Crin9n6Gax9U3ZW6g) * Take Ch12 Quiz | Complete before midnight on Saturday 11/1 |
| **DUE** | **Revised My Life with Sports Paper**   * Finalize paper * Use MLA formatting * Include a Works Cited page * Your paper should be 5-6 pages in length. * Upload to Canvas before deadline | Finalize and submit revised MLwS paper.  Revised MLwS paper due before midnight on Saturday 11/1 |

**Week 12 (11/2-11/8)**

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

By the end of this chapter, students will be able to:

* Recall and identify concepts, terms, and theories related to sports and politics. (Ch13Q)

|  |  |  |
| --- | --- | --- |
| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 13 * Optional – [Listen to Spotify *Sports in Society* Podcast for Ch13](https://open.spotify.com/episode/6JXMzOBnrkZAbxn7ylnv8Q) * Take Ch13 Quiz | Complete before midnight on Saturday 11/8 |

**Week 13 (11/9-11/15)**

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

By the end of this chapter, students will be able to:

* Recall and identify concepts, terms, and theories related to high school and college sports. (Ch14Q)

|  |  |  |
| --- | --- | --- |
| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 14 * Recommend: Watch Monica McDermott’s lecture, [“Sports, Shootings, and Scholarships: Myths of African American Mobility”](https://www.youtube.com/watch?v=lsrj07ChbFo&t=515s) (Start at 8:18) * Optional – [Listen to Spotify *Sports in Society* Podcast for Ch14](https://open.spotify.com/episode/23EKtsmjMtffg2dt5apDQd) * Take Ch14 Quiz | Complete before midnight on Saturday 11/15 |

SKIP Ch15

**Week 14 (11/16-11/22)**

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

By the end of this chapter, students will be able to:

* Recall and identify concepts, terms, and theories related to sports in the future. (Ch16Q)

|  |  |  |
| --- | --- | --- |
| **✓** | **To Be Completed** | **Details** |
|  | * Read Chapter 16 * Optional – [Listen to Spotify *Sports in Society* Podcast for Ch16](https://open.spotify.com/episode/4C8nVKBqHlfZ15dpvod82y) * Take Ch16 Quiz | Complete before midnight on Saturday, 11/22 |

Week 15 (11/23-11/29) No Classes Thanksgiving

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

**Week 16 (11/30-12/6)**

**REVIEW WEEK / SAY GOODBYE**

By the end of this chapter, students will be able to:

* Review for Final Exam.
* Participate in discussion designed for you to say goodbye and discuss how the course was for you with your peers. (Goodbye Check-in Disc3)

|  |  |  |
| --- | --- | --- |
| **✓** | **To Be Completed** | **Details** |
|  | * Review for Final Exam. * Participate in discussion with classmates to say goodbye and discuss course. Respond to others.  Disc 3 | Participate in discussion before midnight on Saturday, 12/6 |

**Final Exams Time 12/6-12/12**

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

|  |  |  |
| --- | --- | --- |
| **✓** | **To Be Completed** | **Details** |
|  | Take Final Exam. It opens on Sunday 12/7 at 12:00 a.m. and closes on Tuesday, 12/9 at midnight. | Due in Canvas before midnight on Tuesday 12/9 |

# **More Details about Assignments**

## **DISCUSSIONS (6% of Grade)**

## **Introductions/Discussion 1 (50 Points / 2%)**

## Before the end of Week One, students are expected to check into the course and introduce themselves answering a few questions. Then, to receive all the points for this assignment, students should welcome at least two others to the course. Responses should be a minimum of 3-5 sentences in length.

## **Midway/Discussion 2 (50 Points / 2%)**

## Midway through the course, students are expected to check into the course and discuss how the course is going for them by answering a few questions. Then, to receive all the points for this assignment, students should respond to at least two others to the course. Responses should be a minimum of 3-5 sentences in length.

## **Goodbye/Discussion 3 (50 Points / 2%)**

## In the last week of the course, students are expected to check into the course and post a goodbye message by answering a few questions. Then, to receive all the points for this assignment, students should respond at least two others to the course. Responses should be a minimum of 3-5 sentences in length.

## **Syllabus Quiz (50 Points / 2% of Grade)**

After reading the syllabus and course expectations and after watching Dr. Gregg’s video introducing you to the course, students should demonstrate their understanding of the course by taking and passing a Syllabus Quiz. Students are permitted two attempts at this quiz. Students have 20 minutes to take the quiz. The highest score will be posted in the grade book.

## **Chapter Quizzes (1200 Points / 48% of Grade)**

As students move through the course, they will be digesting the material in the Coakley and De Oca 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 Ch7 and Ch10. Most weeks students are asked to take a chapter quiz over the material assigned to read. Students should not miss any quizzes. Here are a few more details about the quizzes.

* To prepare, 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 released after all students have taken the quiz.
* If you have a question about something you missed, email Dr. Gregg to discuss. She will require you to make a case for why you believe the answer you selected is correct. Sometimes she is persuaded.
* Students should aim to take all 12 quizzes. No quiz score is 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 routinely alters the due date and time for you.
* If you miss a quiz, you have missed the opportunity for these points in the course. Quizzes cannot be made up.

## **Films**

Dr. Gregg has curated a few films to enhance your learning of the course. There is no assignment linked to the viewing of these films, but they are really great films! Watching the films is optional.

### **More Information about Films**

|  |  |
| --- | --- |
| **Film Title and Length** | **Optional** |
|  |  |
| Jay Coakley’s film “What is Sport Sociology?” 6” <https://www.youtube.com/watch?v=3C2cZibusmo> | Week 1 |
| “The Great Sport Myth” (7 Minutes) <https://www.youtube.com/watch?v=1oAh5Z9UMr4&t=26s> | Week 2 |
| “The Queen of Basketball” – the story of Lusia (Lucy) Harris (22 Minutes) <https://www.youtube.com/watch?v=vPFkcoTfr7g> | Week 6 |
| TedTalk “Living Beyond Limits” Amy Purdy (About 10 Minutes) <https://www.youtube.com/watch?v=N2QZM7azGoA&t=37s> | Week 9 |
| “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> | Week 14 |

## **Course Paper (700 Points / 24% of Grade)**

Students work on a paper called the *My Life with Sports* paper all semester and will submit the paper two different times in the course. Students are required to use MLA formatting for the paper.

***1st Iteration***. The first time submitted will consist of a short 2-3 page paper about your own life with sports. For this iteration, students are required to follow very specific sociological prompts and use MLA formatting to write this paper. A film has been made and is in Canvas to help guide you with the writing process.

***Revisions*.** Prior to working on the second iteration of the paper, students are required to make revisions in the grading comments and in the in-text grading comments of their paper. Failure to do so will result in a substantial reduction in grade on the second iteration of the paper (-80 points or -20% of grade). Students who do not turn in the first paper, also automatically get this penalty.

***2nd Iteration***. After making all the necessary revisions, the second time the paper is submitted consists of a more fully-developed 5-6 page paper applying information from the Coakley and De Oca book to your own life story with sports. An introduction will be added to the beginning of the paper and the conclusion will have new prompts. Aside from those changes, students are required to add (incorporate into what has already been written) information from at least five (5) different chapters (that we used in the course) to write their paper. A Works Cited page should be added to the end of the paper with ONLY the Coakley and De Oca book listed. A film has been made and is in Canvas to help guide you with the writing process.

More specific directions and how you will be graded now follow.

## **My Life with Sports Paper 1st Iteration (200 Points / 8% of Grade)**

Early in the semester students write their own sociological biography with sports without using any sources to do so. The goal for this iteration of the 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 in **a sociological way following specific prompts that tell you what to write about**.

### **Develop an Outline:**

To begin the 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 for this paper. It will help you think of the content to fill in for the sociological prompts.

### **Begin Writing:**

Once you have a solid outline full of your own personal memories, begin drafting paragraphs filling in the information based on the sociological prompts below. Students should provide details but also be cognizant of the page limit for this paper which is 2-3 pages total. If you write about 8-10 sentences per paragraph, you will be able to address all the prompts and stay within the expected page limit.

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

* Early Experiences (up to 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?
* Formation of Ideas (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 came from in your childhood (at about ages 4–12). How did these ideas influence your experience with sport? Have these ideas changed in your life since the age of 4-12? How have these ideas influenced your experiences since childhood up to the present time?
* Gender, Race/Ethnicity, Social Class (1 paragraph): Opportunities to play sports and the character of sports experiences often are often different for boys than they are for girls and for children from different racial or ethnic groups and social class backgrounds. In this paragraph write about how your own 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.
* Parents (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, describe those differences. (If you were raised by grandparents, other relatives, or same-sex parents, consider them in this paragraph as well.)
* Conclusion (1 paragraph): To conclude this paper, think about how your sports experiences or a lack of sports experiences have influenced your life.

### **MLA College Formatting:**

Students should only use MLA formatting this paper. There is help in Canvas with formatting. The Purdue Owl is a helpful resource where you can look at example papers showing you what page 1 should look like, what the running header looks like, and how the Works Cited page should be formatted. Please use this resource. If you have questions about MLA formatting, reach out to Dr. Gregg (or the TA if there is one) before turning in your paper. Students should not use any outside sources in this paper. Therefore, the first time you turn this paper in, there is no Works Cited page necessary.

### **Grading 1st Iteration:**

Dr. Gregg (and the TA if there is one) will carefully grade your paper and provide helpful critical feedback on your writing. Before proceeding to the next step of the writing process, students are expected to revise their papers based on the helpful critical feedback provided in the grading comments in Canvas and in the in-text editing comments embedded in the paper. Failure to revise your paper, will result in a deduction of -20% (a deduction of 80 points) on the revised version of the paper.

#### **How You Will Be Graded on the 1st Iteration**

|  |  |  |
| --- | --- | --- |
| Writing/Directions/MLA | Uses proper grammar, punctuation, and capitalization. Uses MLA formatting for page 1 and gets the running header started. Follows directions for what and how much to write. | 20 Pts |
| Early Experiences | Addresses prompts related generally to background growing up. (1-2 paragraphs) | 40 Pts |
| Formation of Ideas | Addresses prompts related to ideas about themselves, their bodies, and meanings of experiences with sports (1 paragraph) | 30 Pts |
| Gender, Race/Ethnicity, Social Class | Addresses prompts related specifically to experiences with gender, race, and class. (1 paragraph) | 40 Pts |
| Parents or Other Guardians | Addresses prompts related to influence of parents (or other guardians) on life with sports. (1 paragraph) | 30 Pts |
| Conclusion | Addresses prompts related to influence of sports on life. (1 paragraph) | 40 Pts |
| **TOTAL 200 Pts** | | |

## **REVISED My Life with Sports 2nd Iteration (400 Points / 16% of Grade)**

After the papers are graded, students should carefully read the grading comments and in-text editing remarks in the paper and then make the necessary revisions. After this, students can begin to add in information from five (5) different chapters of Coakley and De Oca’s book (that we used for this course) that coincide with their own sociological evaluation of their life with sports. This means that students will alter the original paper by adding Coakley and De Oca, deleting irrelevant parts, and adding other things that they may have remembered to make the 2nd Iteration of this paper a solid sociological analysis of your own evaluation of your life with sports.

NOTE: Students should only use the Coakley and De Oca text for this paper. Do not add in any other sources. If you do, you’ll lose points for not following directions. This means that the Works Cited page of your document should list only the Coakley and De Oca text as a source.

NOTE: Do not use AI to generate any part of this paper. If you do this, you will fail the paper and Dr. Gregg will report you to UNT with an academic integrity violation.

### **Writing**

**Add an Introduction (1 Paragraph):** The first thing to do to your paper is add an introduction. In the introduction you should explain what the paper is about with a thesis statement and introduce the source that you will use. There should only be one source in this paper and that is the Coakley and De Oca text. Do not use any other sources for this paper.

**Application of Coakley (at least 5 chapters):** In this course we use 12 of the 16 chapters in Coakley’s book. Students should aim to incorporate information from at least 5 different chapters from the chapters assigned (Do Not Use Chs 6, 9, 11, and 15) to apply to their own life with sports. Students are adding to what they’ve already written by incorporating concepts, ideas, theories, or studies that they learned about in this course. The chapters used should be easy to identify in the writing (see examples below). Students should use quotes from   
Coakley and De Oca’s book to make connections.

The following four paragraphs are examples of how to use quotes to connect concepts, ideas, theories, or studies to your own 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 the 2nd iteration 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 or pickle ball 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 today” (Coakley and De Oca 353). Reading about this concept makes me wonder: At 60 years old, am I “older people” now?

##### **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 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 12 that “Masculinity rules in media sports. Men’s sports continue to receive 90 percent of sports coverage in the media.” (Coakley and De Oca 461). With attitudes like the bartender’s, is it any wonder that sports media don’t cover women’s sports as much as men’s? We were so put off by this experience that we have not darkened the door of *Buffalo Wild Wings* ever 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 called Turnstone. Each semester I volunteered along 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 serious effort being made to combat what in chapter 1 Coakley and De Oca call “ableist ideology,” which is defined as, “*interrelated and widely shared ideas and beliefs 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”* (16). 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 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 22. I played slow-pitch off and on for many years after that (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. In Coakley and De Oca’s chapter 3 they state that, “Changes in participation are often the result of decisions associated with other life events, social relationships, and cultural expectations related to development” (61). After two major life events (getting married and having children), 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. My decision to devote my time to coaching and not playing was most definitely a positive one and not due to any negative experience with sports.

**Conclusion (1 paragraph):** For the final REVISED paper, you need to revise and add to your concluding paragraph to include your own ideas about the future of sport. That is what Ch16 *Sports in the Future: What Do We Want Them to Be?* of Coakley and De Oca’s book is about. In your writing, include what you anticipate the future of sports will be like in your own life and how that future is somehow connected to the topics discussed in Ch16. Be specific. Quote Coakley’s Ch16.

TIP: In Ch16 Coakley and De Oca assess possible vantage points for people to make a difference with sport in the future. They list four: 1) Working Inside Sport Organizations; 2) Joining “Opposition” Groups; 3) Creating New Sports; and 4) Working Outside Sports. A possible approach to discussing your future with sport might be considering creating social change using one of these strategies. If you use this idea, be sure to quote something from the section you are discussing in Ch16.

NOTE: The use of Ch16 in the conclusion does not count as one of the 5 chapter references necessary in the main body of your paper. This is in addition to those 5 chapter references.

**How You Will Be Graded for the REVISED MLwS Paper (2nd Iteration)**

Corrections: Makes ALL corrections based on in-text editing comments and grading comments in Canvas from the 1st iteration of the paper. (Earns 80 Points / 20% of grade)

* + - Failure to make corrections results in a penalty of -80 Points / -20%.
    - Anyone who did not turn in the 1st iteration of the paper also gets this penalty -80 Points / -20%.

Writing: Uses proper grammar, punctuation, and capitalization. Uses MLA formatting. Adds a Works Cited page. Follows all directions for what and how to write. (50 Pts)

Introduction: Explains what the paper is about, includes a thesis statement, and introduces Coakley and De Oca’s book. (20 Pts)

Connections: Connects writing from the 1st iteration of paper to at least 5 chapters (that we used for the course) in Coakley and De Oca’s text. Connections are clearly related to a concept, idea, theory, or study from Coakley and De Oca’s writing. Quotes from text each time. (200 Pts)

Conclusion: Follows all prompts to addresses sports in the future. Quotes Coakley Ch16. (50 Pts)

## **Final Exam (500 Points / 20% of Grade)**

A comprehensive Final Exam has been planned to test your learning of the material in the Coakley and De Oca text. The exam transpires at the end of the course and covers Chs 1, 2, 3, 4, 5, 7, 8, 10, 12, 13, 14, 16. To prepare for the exam, students should review their past quiz results and look over the chapters in the text. More details about the exams follow.

#### **Details**

* The exam is worth up to 500 points.
* The exam consists of 100 multiple choice and/or true/false questions for which there is only one correct answer.
* Each question is worth 5 points.
* The exam is open book and open notes.
* Students are permitted one hour and thirty minutes (90 minutes) to take the exam. After 90 minutes, unanswered questions will be marked as incorrect and the exam will be submitted in Canvas. The exam is automatically scored and your grade will appear in the grade book.
* Students are only permitted one chance at the exam.
* If a student needs to arrange for a different date and time to take the exam, they must request this at least two weeks in advance of the regularly scheduled due date and time.
* If students miss the exam, they have missed their opportunity for these points.
* The course is considered over when the Final Exam time closes.

1. Students will write an introductory paragraph for this paper when they write the REVISED version that falls due toward the end of the semester. [↑](#footnote-ref-1)