# **SOCI 2050 Sociology of Sport**

# **Summer 2023 – Online – 2nd 5Wk Session**

Professor: Dr. Karen Monique Gregg

Office Location: Sycamore 288V

Phone Number: 940-565-2296

Office Hours: The best way to schedule a meeting with Dr. Gregg is to send her a message using the Inbox in Canvas to make a Zoom meeting date at a mutually agreeable time.

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 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

 To be used for emergency situations.

## **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 for the Semester**

Courses Start Monday, June 26th

Independence Day Tuesday, July 4th

Quizzes Due online in Canvas on Fridays before midnight (11:59 p.m.)

Discussions Due in Canvas on Fridays before midnight (11:59 p.m.)

Paper *The My Life with Sports* Paper (MLWS) has Two Parts:

* + - * Part 1 is due in Canvas Friday, July 8th
			* Part 2 is due in Canvas Friday, July 28th

Last Day of Class Friday, July 28th

Course Ends No course work will be accepted after Friday, July 28th

## **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. (Same as KINE 2050.)

## **Course Structure**

This course does not meet in person. This course is 100% online. All due dates are on Fridays before midnight. Students are expected to read the text, take online quizzes, and over the course of the semester write a two-part paper called “My Life with Sports”.

## **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.
* 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 will be able to:

* Recall and identify concepts, terms, studies, and theories related to the sociological study of sports in society. (REMEMBER) Quizzes
* Appraise and discuss the content of sports-related themes with their peers. (ANALYZE) Discussions.
* Conduct an evaluation of their own life with sports by completing a brief sociological sports biography. (EVALUATE) MLWS, Pt 1
* Apply sociological concepts, ideas, theories, and studies related to the course to their evaluation of their own life with sports. (APPLY) MLWS, Pt 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 ways, 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 this course involves creating an atmosphere of online learning where students can develop a critical understanding of sports in society. To do this, students must participate and stay engaged online and cooperate with the course objectives by embracing the material in the assigned text so that they develop a thorough understanding of the content of the course and 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.”
* Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 12-point font for any writing assignments.
* 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.

* In the event of a legitimate emergency, students should contact Dr. Gregg to arrange to see her in office hours or 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.
* Note that each student is allowed **only one documented emergency** per semester.
* 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.

## **More Specifics About Missing Work**

### **Quizzes**

* All students are required to take the Syllabus Quiz in the first week of the course. The Syllabus Quiz is intended to set you up to be successful in the course. Do not miss the Syllabus Quiz.
* There are 16 chapters in Coakley’s text. We will only use 12 of them for this course. So, in total, there are 12 chapter quizzes over the assigned reading in Coakley’s text.
* Quizzes are due online in Canvas on Fridays before midnight or 11:59 p.m., but students can take them any time during the week. Quizzes open on Sundays at 12:00 a.m. on the week they are due.
* It is the student’s responsibility to find a working computer with reliable Internet access to complete the quizzes. Internet outages and computer difficulties will not suffice as an excuse for missing a quiz.
* Students are required to take 10 of the 12 quizzes. Students have 6 days each week to find 20 minutes to take the quiz.
* Dr. Gregg advises against waiting until Friday close to midnight to take the quizzes.

### **Discussions**

Each week students will be assigned multiple chapters to read in the Coakley text. As students read, they should look for a term, concept, idea, or study that is personally important to them. Then, in a weekly discussion students should share with the class what they think is important from the reading and why they think the term, concept, idea, or study is important. Students will engage each other in discussions. Students should not miss any discussions. Students will not be permitted to make up a discussion if one is missed.

### **My Life with Sports Paper**

Over the course of the semester students will write a two-part paper. In Part 1 of the paper, students conduct a sociological evaluation of their own life with sports following the prompts laid out in the directions for what to write. Students should not miss this paper and students will not be permitted to make up Part 1 of this paper if the deadline is missed. If a student misses the deadline for this paper, they have forfeited these points in the course. However, students can still turn in Part 2 of the paper at the end of the course.

After revising Part 1, students should begin to follow the directions for Part 2 of the paper which entails adding in different parts of Coakley’s text to their own life story with sports. This paper is required to pass the course. Students should not miss this paper and students will not be permitted to make up Part 1 of this paper if the deadline is missed.

## **Technical Assistance**

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. At UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues. Here is information about how to contact them.

Link: [UIT Student Help Desk site](file:///Volumes/UNT-SP/Social%20Problems%20-%20Macionis%208th%20Ed./Syllabus/UIT%20Student%20Help%20Desk%20site)

<http://www.unt.edu/helpdesk/index.htm>

Email: helpdesk@unt.edu Phone: 940-565-2324

In Person: Sage Hall, Room 130 Walk-In Availability: 8am-9pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)

## **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 Policies / 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 week.
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, discussions, or exams, and in all writing. Your work should be your own. Cheating will not be tolerated! See UNT policy on academic dishonesty.
6. To read the grading comments that the professor (or the TA) provides on all your assignments. She/They 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 only 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.
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. To be clear, if you have some technical difficulty with your computer or the Internet, it is the your responsibility to find an alternative way to complete the work on time.
12. To contact the professor 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.

**Course Calendar – Shows When Assignments are Due**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thur** | **Fri** | **Sat** |
| 25Wk1 | 26 (1st Day) | 27 | 28 | 29 | 30 SylQDisc for IntroductionsChs 1-3 Disc1 | 1 |
| 2Wk2 | 3 | 4th of July | 5 | 6 | 7 Chs 4-5, Chs 7-8 DiscussionPt 1 Paper Due | 8 |
| 9Wk3 | 10 | 11 | 12 | 13 | 14Ch10, Chs 12-13Discussion | 15  |
| 16Wk4 | 17 | 18 | 19 | 20 | 21 Chs 14, 16DiscussionRevise paper, Work on Pt2 Paper  | 22 |
| 23Wk5 | 24 | 25 | 26 | 27 | 28 (Last Day)Pt2 Paper Due | 20 |

# **Tentative Course Schedule**

## **Module 1 (Week One: June 25th to July 1st)**

### **Learning Objectives**

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

* Demonstrate a thorough understanding of the requirements and expectations of the course by passing a quiz over the syllabus.
* Recall and identify concepts, terms, and studies related to the Sociology of Sports and be able to identify who studies sports. (Ch1)
* Recall and identify concepts, terms, and theories related to how knowledge is produced in the sociology of sports. (Ch2)
* Recall and identify concepts, terms, and theories related to socialization and who plays and what happens to them. (Ch3)
* Appraise and discuss a topic related to Chs 1-3 of Coakley’s text with their peers. (1st Discussion.)

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| --- | --- | --- |
| **Check Off** | **Description of Work to Complete** | **Details** |
|  | Read Syllabus and take Syllabus Quiz | All the work for Module 1 is in Canvas.All the work for Module 1 is due before midnight (11:59 p.m.) Friday, 6/30Start working on Pt 1 of paper.  |
|  | Participate in the Introduce Yourself Discussion. Follow the directions for what to write.  |
|  | Read Ch1 of Coakley, watch Dr. Gregg’s video lectures, and take Ch1 Quiz |
|  | Read Ch2 of Coakley, watch Dr. Gregg’s video lectures, and take Ch2 Quiz |
|  | Read Ch3 of Coakley, watch Dr. Gregg’s video lectures, and take Ch3 Quiz |
|  | Participate in 1st Discussion over Chs. 1-3 |
|  | * Read directions for the My Life with Sports paper, Pt 1.
* Watch Dr. Gregg’s video explaining the paper.
* Begin writing paper following directions.
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## **Module 2 (Week Two: July 2nd to July 8th)**

### **Learning Objectives**

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

* Recall and identify concepts, terms, and theories related to organized youth sports. (Ch4)
* Recall and identify concepts, terms, and theories related to deviance in sports. (Ch5)
* NOTE: Skipping Ch6!
* Recall and identify concepts, terms, and theories related to gender and sports. (Ch7)
* Recall and identify concepts, terms, and theories related to race and sports. (Ch8)
* NOTE: Skipping Ch9!
* Appraise and discuss a topic related to Chs 4-6 or Chs 7-8 of Coakley’s text with their peers. (2nd Discussion.)
* Pt 1 Paper is due!

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| --- | --- | --- |
| **Check Off** | **Description of Work to Complete** | **Details** |
|  | Read Ch4 of Coakley, watch Dr. Gregg’s video lectures, and take Ch4 Quiz | All the work for Module 2 is in Canvas.All the work for Module 2 is due before midnight (11:59 p.m.) Friday, 7/7My Life with Sports paper, Pt 1 is due!  |
|  | Read Ch5 of Coakley, watch Dr. Gregg’s video lectures, and take Ch5 Quiz |
|  | Read Ch7 of Coakley, watch Dr. Gregg’s video lectures, and take Ch7 Quiz |
|  | Read Ch8 of Coakley, watch Dr. Gregg’s video lectures, and take Ch8 Quiz |
|  | Participate in 2nd Discussion over Chs 4, 5, 7 or 8 |
|  | Continue working on My Life with Sports Paper, Pt 1. Paper is due by the end of the week. Be sure to follow all directions.  |

## **Module 3 (Week Three: July 9th to July 15th)**

### **Learning Objectives**

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

* Recall and identify concepts, terms, and theories related to age and ability in sports. (Ch10)
* NOTE: Skipping Ch11!
* Recall and identify concepts, terms, and theories related to sports and the media. (Ch12)
* Recall and identify concepts, terms, and theories related to sports and politics. (Ch13)
* Appraise and discuss a topic related to Ch10 or Chs 12-13 of the Coakley text with their peers. (3rd Discussion.)

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| **Check Off** | **Description of Work to Complete** | **Details** |
|  | Read Ch10 of Coakley, watch Dr. Gregg’s video lectures, and take Ch10 Quiz |  |
|  | Read Ch12 of Coakley, watch Dr. Gregg’s video lectures, and take Ch12 Quiz | All the work for Module 3 is in Canvas.All the work for Module 3 is due before midnight (11:59 p.m.) Friday, 7/14 |
|  | Read Ch13 of Coakley, watch Dr. Gregg’s video lectures, and take Ch13 Quiz |
|  | Participate in 3rd Discussion over Ch 10, 12, or 13 |

## **Module 4 (Week 4: July 16th to July 22nd)**

### **Learning Objectives**

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

* Recall and identify concepts, terms, and theories related to high school and college sports. (Ch14)
* NOTE: Skipping Ch15
* Recall and identify concepts, terms, and theories related to sports in the future. (Ch16)
* Appraise and discuss a topic related to Ch14 or Ch16 of the Coakley text with their peers. (4th Discussion.)
* 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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| **Check Off** | **Description of Work to Complete** | **Details** |
|  | Read Ch14 of Coakley, watch Dr. Gregg’s video lectures, and take Ch14 Quiz | All the work for Module 4 is in Canvas.All the work for Module 4 is due before midnight (11:59 p.m.) Friday, 7/21Pt 2 of the My Life With Sports paper is due next week!  |
|  | Read Ch16 of Coakley, watch Dr. Gregg’s video lectures, and take Ch14 Quiz |
|  | Participate in 4th Discussion over Ch14 or 16 |
|  | * Revise Pt 1 paper. Make all the changes Dr. Gregg suggested in your grading comments for Pt1. Find and read her grading comments.
* Watch Dr. Gregg’s video about Pt 2 of the My Life With Sports paper.
* Begin applying sociological concepts, ideas, theories, and studies related to the course to your evaluation of your own life with sports.
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NOTE: Course ends on Friday, July 28th

## **Module 5 (Week 5: July 23rd to Friday July 28th)**

### **Learning Objectives**

* 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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| --- | --- | --- |
| **Check Off** | **Description of Work to Complete** | **Details** |
|  | Read, revise, read, revise, edit, revise, edit, revise, Pt 1 paper!  | All the work for Module 5 is in Canvas.Work for Module 4 is due before midnight (11:59 p.m.) Friday, 7/28 |
|  | Follow directions for Pt 2 of the My Life With Sports paper.  |
|  | Watch Dr. Gregg’s video explaining the Pt 2 paper. This will help you to earn a good grade.  |
|  | Turn in your finalized version of My Life With Sports paper. |

## **Summary of Course Assignments and Values**

|  |  |
| --- | --- |
| Description | Points |
| **Syllabus Quiz*** Due in Week 1 of the course
 | 200 Pts |
| **Quizzes** * There are 16 chapters in the Coakley book. We only use 12 of them.
* There is a quiz for each chapter
* You are permitted to miss two quizzes with no penalty
* If you take all 12 quizzes, the 2 lowest scores will be dropped
* 10 X 100 = 1000 Points
 | 1000 Pts |
| **Discussions*** There are 4 discussions in the course
* Students should participate in all 4 discussions
* 4 X 100 = 400 Points
 | 400 Pts |
| **Two-Part My Life With Sports Paper*** Pt 1 of paper is worth 100 points
* Pt 2 of paper is worth 300 points
 | 400 Pts |
| **TOTAL** | 2000 Pts |

## **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 |

## **Syllabus Quiz (200 Points)**

In week one of the course, students are required to take a Syllabus Quiz (SylQ) demonstrating their understanding of the course. If you have read the syllabus, watched the video Dr. Gregg made introducing the course, and read the directions for all assignments, you should do very well on this quiz. This quiz is worth 200 points. You are permitted to take this quiz twice. If you do not do well the first time, revisit the information in the Syllabus and try again.

## **Chapter Quizzes (1000 Points)**

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 covered in class lecture(s) and the chapters assigned. Students have one week to take the quiz. Quizzes open on Sundays at 12:00 a.m. and close on Fridays at 11:59 p.m. (or midnight). Here are a few more details on the quizzes.

* There are 12 chapter quizzes over the Coakley text.
* To prepare for the quizzes students should read the chapter assigned and watch Dr. Gregg’s videos to help with a few of the major ideas of the chapter.
* Each quiz consists of 20 multiple choice or true or false questions with only one best answer.
* Each question is worth 5 points for a total of up to 100 points per quiz.
* Students are permitted 20 minutes and only one attempt at each quiz.
* Answers to the quiz questions are not released to the students due to the high degree of cheating on UNT campus. If you have a question about a quiz question, send Dr. Gregg a message to schedule a Zoom appointment so you can discuss with her your reasoning for why you think your answer is correct.
* Students are required to take 10 of the 12 quizzes.
	+ If you take all 12, your 2 lowest scores will be dropped.
	+ If you miss a quiz (or 2), it will not hurt your grade, because your 2 lowest scores will be dropped.
	+ Students should not miss more than 2 quizzes in this course.
* If you think you might miss a deadline for 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.

## **Discussions (400 Points)**

Think about all the reading you did this week using the Coakley text. For this discussion, think about what stands out to you as the most important thing you learned from the chapters? For your discussion, only pick one important thing to discuss.

1. In your post, first identify the chapter you are discussing.
2. Next, in about 3-5 sentences describe the one thing that stands out as important to you.
3. To conclude your post, in another 3-5 sentences explain why learning this was personally important.
4. Finally, end your post with a relevant question that you want to know from others in the course. Your question should pertain to what you thought was important. Ending with a question will make it easy for others to respond to your post.
5. The last thing you should do is read other students’ posts and choose (at least) one to respond to. Try to answer the question they posed at the end of their post.

**Note:** It is fine to quote something from the Coakley text in your discussion. If you do this, use quotation marks, and cite your quote like this: (Coakley 304). To be clear, the “304” is the page number where the quote can be found. If you do not do these things, you could earn zero points on your discussion post.

## **Dr. Gregg’s Example Discussion Post (More than 8 sentences)**

This week we were assigned to read chapters 1-3 of the Coakley text. I learned something important from Ch1. I learned about **social class ideology**, which is defined as “…interrelated ideas and beliefs that are widely shared and used by people to evaluate their material status: explain why economic success, failure, and inequalities exist; and what should be done about economic inequalities in a group or society” (Coakley 16-17). I think it is important to think about **social class ideology** when considering the social sphere of sports. In the U.S. we make a lot of assumptions about social class. For instance, Americans believe that everyone has an equal opportunity to succeed in society, but this clearly isn’t always the case. This, in fact, is largely a myth. For example, not everyone has an equal opportunity to play all sports. Some sports are very expensive to participate in, like golf. Golf is an upper-class sport dominated by wealthy, white, men because they can afford to participate in this sport. There are the club fees, the green fees, the expensive equipment (clubs, outfits, etc…), the cart rental fee, and the list goes on. Unless someone has a lot of discretionary funds (money left over after paying their essential bills), the sport of golf is too expensive. Also, wealthy, white, men have leisure time that others may not have because they work multiple jobs just to get by. This makes social class relevant to golf. Coakley tells us that people like to think of sports as the great equalizer, but really nothing could be further from the truth. Some sports are out of reach for many.

**Question:** What other sports do you think are out of reach time-wise and financially for many others in society? In other words, what are some examples of other upper-class sports?

## **How You Will Be Graded:**

* Writes well and follows directions. (15 Pts)
* Identifies the Chapter. (5 Pts)
* Writes 3-5 sentences describing something important from the reading. (30 Pts)
* Writes another 3-5 sentences explaining why it is important. (30 Pts)
* Ends post with relevant question(s). (10 Pts)
* Responds to at least one other person. (10 Pts)

NOTE: Discussions are designed to force students to post their own original thoughts FIRST before seeing everyone else's discussion posts. If you post gibberish, nothing, or a period to get into the discussion to see what others have posted before you post your own original thoughts, you will earn zero points and Dr. Gregg will promptly file an academic integrity violation with UNT.

## **My Life with Sports, Part 1 (100 Points)**

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 should use MLA formatting for Part 1 and Part 2 of their “My Life with Sports” papers. Many helpful resources can be found in Canvas to help you format using MLA. There are films, a handout, 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) using the Inbox in Canvas 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 in Part 1 of this paper.

### **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 an automatic 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)**

Take some time to review the grading comments on Part 1 of this paper from Dr. Gregg and the TA. 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.

### **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, a handout, 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. In Part 2 of this paper, students should include a Works Cited page.

### **Writing**

**Introduction (1 Paragraph):** The first thing you will want to add in Part 2 of the paper is an introduction. In the introduction you should explain what the paper is about and introduce the one source that you will use.[[2]](#footnote-2) 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 to apply to their own life with sports. Remember to skip Chs 6, 9, 11, and 15, because we did not use these chapters. The chapters used should be easy to identify in the writing (see examples below for how to do this).

To show you how to incorporate different parts of Coakley into your writing, below are four example paragraphs showing 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 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 as part of college course work 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 in sports than when 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 coaching) 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 a 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 connects with your past experiences and what may (or may not) 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. Does not use chapters 6, 9, 11, or 15. (150 points)

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

1. Students will write an introductory paragraph for this paper when they write Part 2. [↑](#footnote-ref-1)
2. The only source that students should use in this paper is the Coakley text. This is paper should be considered a written final exam over the Coakley text. It is important to properly introduce Coakley’s book in the introduction. [↑](#footnote-ref-2)