# SOCI 2050 002 F2F (17610) – Sociology of Sport

# Fall 2020 Semester

# Mon & Wed GAB 104 1:00 to 1:50 p.m., Fri Online Work

# Dr. Karen Monique Gregg

## Instructor Contact Information

Name: Dr. Karen Monique Gregg

Office Location: Sycamore 288V

Office Hours: Mondays and Wednesdays after class and by appointment

Email: Karen.Gregg@UNT.edu

## Important Dates UNT

Classes begin 8/25/2020

Labor Day 9/7/2020 No Classes, UNT Closed

Midsemester 10/16/2020

Thanksgiving Break 11/26-11/27/2020

After Thanksgiving All classes will be fully remote. There will be no more class meetings.

Final Exams 12/5-12/11/2020

## Important Dates and Times for this Course

* Minute Papers are due on most Mondays by the end of the class meeting. Students must be physically present to participate and turn in.
* Worksheets are due on most Wednesdays by the end of the class meeting. Students must be physically present to participate and turn in.
* Quizzes are online and open at 12:00 a.m. and close at 1:50 p.m. on Fridays.[[1]](#footnote-1)
* The Midterm Exam is due before midnight (11:59 p.m.) on Saturday 10/17.
* The Final Exam is due before midnight (11:59 p.m.) on Tuesday 12/8.

## Communication Expectations

* The best way to contact Dr. Gregg about something personal is by using the Inbox in Canvas.
* The best place to ask a question concerning the course is by using the discussion for Q&A in Canvas. Dr. Gregg will check the discussion frequently, especially at the beginning of the semester.
* If you send Dr. Gregg a message in either the Inbox in Canvas or post in the Q&A discussion on weekends, she will not respond until Monday.
* As a rule, please allow 24-hours for a response to any communication in the course.
* If you need to have a personal meeting with Dr. Gregg, she is available to Zoom, FaceTime, or SKYPE. Please request a meeting by sending a message in the Inbox in Canvas so that you and Dr. Gregg can set up a mutually agreeable time.

## Course Catalog Description

2050. Sociology of Sport. 3 hours. A study of social behavior in sport, with particular emphasis on its relationship to the cultural perspectives of socialization, minorities, economics, politics and current issues. Satisfies the Cross-cultural, Diversity and Global Studies requirement of the University Core Curriculum. (Same as KINE 2050.)

## Course Structure

This course is conducted on campus face-to-face.[[2]](#footnote-2) Some assignments are completed in class and are turned in during class time. Other assignments in this course are completed online in Canvas.

The course is based on Jay Coakley’s 13th edition of *Sports in Society*. This text is the best in the field for teaching about sports in society. Coakley’s text introduces the student to sociological concepts, theories, and research that raise critical questions about sports while it explores the dynamic relationship between sports, culture, and society. The text is based on the assumption that, “a full understanding of sports must take into account the social and cultural contexts in which sports are created, played, given meaning, and integrated into people’s lives” (xi). The student’s goal in this course is to develop critical thinking about sports in society.

## 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. Additionally, in order 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 Level Objectives

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

## Understand and evaluate research related to the sociology of sports. (Monday Minute Papers)

1. Critically understand sports in society by considering the social and cultural contexts in which sports are created, played, and integrated into people’s lives. (Wednesday Worksheets)
2. Remember information related to the dynamic relationship between sports, culture, and society, by learning sociological concepts, theories and research. (Friday Quizzes and two Exams)

## 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 in-person and online learning where students can develop a critical understanding of sports in society. To do this, students must attend class and cooperate by embracing the material in the assigned text so that they can engage one another in fruitful discussions about the changing shape sports in society in our country.

## Technical Requirements and Skills

Here is a list of the minimum technology requirements for students for this course:

* Computer
  + If your Internet is out or if your personal computer has an issue, you are expected to use the computer clusters on campus to complete your work.
  + If it is not possible to go to campus, please find another working computer with good Internet access.
* Reliable internet access
* Microsoft Office Suite
* [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)
* Uploads to Canvas have been set to only accept .pdf .doc .docx files.
  + If Dr. Gregg cannot open your document, you will be awarded a zero and you should contact her as soon as possible to discuss.
* Note that Canvas does not interface well with Pages and Google Docs. Do not upload your files using these word processing systems.

## Computer Skills & Digital Literacy

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

* Using Canvas
* Using email
* Downloading and installing 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 are to contact Dr. Gregg to arrange for an online meeting (via Zoom, FaceTime, or Skype) 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 of your courses.
* Leniency will usually be granted when students contact the professor **prior to** missing an assignment.
* Each student is allowed **only one documented emergency** per semester.
* You may or may not be granted leniency in making up an assignment.

## More Specifics About Missing Work

### Quizzes

Everyone is permitted to miss one quiz with no penalty at any time over the course of the semester. Another way to look at this is that your lowest quiz grade in this course will be dropped. So, if you have to miss a quiz just once, your grade will still be intact. If you miss any more than this one quiz, you will earn zero (0). If you take all of the quizzes, the lowest score will be automatically dropped. Please try not to miss more than one quiz. Quizzes are due online in Canvas on Fridays before 1:50 p.m. It is the student’s responsibility to find a working computer with reliable Internet access to complete the quizzes.

### Minute Papers

Everyone is permitted to miss two Minute Papers. Another way to look at this is that your two lowest Minute Papers in this course will be dropped. Students have to be physically present in class to participate in the Minute Paper process. If at some point you have to miss a class or two on a Monday (when Minute Papers happen), your grade will still be intact because everyone is permitted to miss two with no penalty. If you miss any more than two Minute Papers, you will earn zeros (0). Please try not to miss more than two Minute Papers.

### Worksheets

Everyone is permitted to miss one Worksheet. Another way to look at this is that your lowest Worksheet score in this course will be dropped. So, if you have to miss class on a Wednesday (when Worksheets happen), your grade will still be intact. If you miss any more than this one Worksheet, you will earn zero (0). Students must be physically present in class to participate and turn in Worksheets. Please try not to miss more than one Worksheet.

### Exams

Students are expected to complete the exams on their own and before the due date and times listed under the heading Tentative Course Schedule. If you need to schedule a different time and due date for either of the exams, please contact Dr. Gregg no later than one week beforehand in order to set up an alternative time. If you contact the Dr. Gregg after either of the exams has closed, you will not be able to complete it and you will have forfeited your opportunity for these points in the course. It is the student’s responsibility to find a working computer with reliable Internet access to complete the exams. Please note that the course will be considered complete after the final exam time closes.

## 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](mailto: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) (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:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\Registrar) (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 Requirements, Assignments and Values

|  |  |  |
| --- | --- | --- |
| Assignments | Due | Value |
| 15 Coakley Chapter Quizzes  Must take 14 X 50 Pts = 700 Pts  \*Your lowest quiz score will be dropped. | Due online Fridays before 1:50 p.m. | 700 Pts |
| Midterm Exam  300 Pts | Midsemester  (Chs. 1-8 of Coakley) | 300 Pts |
| 12 Minute Papers  Must complete 10 X 10 Pts = 100  \*Your 2 lowest Minute Papers will be dropped. | Mondays in class | 100 Pts |
| 13 Worksheets  Must complete 12 X 50 Pts = 600 Pts  \*Your lowest Worksheet score will be dropped. | Wednesdays in class | 600 Pts |
| Final Exam  300 Pts | Final Exams Week  (Chs. 9-14 & 16 of Coakley) | 300 Pts |
| TOTAL |  | 2000 Pts |

## Course Grading Scale

A = 1800 - 2000 Pts C = 1400 – 1599 Pts F = 1199 Pts or less

B = 1600 – 1799 Pts D = 1200 – 1399 Pts

## MORE DETAILS ON COURSE ASSIGNMENTS

To best succeed in this course, students should read chapters from Coakley’s 13th Ed. of *Sports in Society: Issues and Controversies* as they are assigned, attend weekly lectures and participate in all in-class assignments. If students do all of this, they should be well-prepared for the weekly quizzes and exams.

### Minute Papers (Mondays)

Minute Papers are completed in class after Dr. Gregg’s brief lecture on Mondays over the topic and chapter reading for the week. These papers are very short, in-class writing assignments that help you reflect on the material for the week. At the end of class, Dr. Gregg will allow 5 (or so) minutes for students to handwrite out their answer to a specific question. Here is an example of a Minute Paper question Dr. Gregg might ask students: *What was the most important sociological concept you learned in class today?* For these short in-class writing assignments, you are expected to write in full sentences using proper grammar and punctuation. Papers will be handed in at the end of class and will also count as attendance on Mondays. Each Minute Paper is worth 10 points. There are 12 Minute Papers. You are permitted to miss 2 with no penalty. At the end of the semester, your lowest 2 Minute Paper scores will automatically be dropped.

### Worksheets (Wednesdays)

### Students are assigned reading to do after Monday lecture and before coming to class on Wednesdays. This is because Worksheets over the reading are completed in class on Wednesdays. Dr. Gregg usually assigns these in-class assignments as group work, but due to COVID-19 we will have to see if this is possible. Students are required to bring their textbook to class on Wednesdays to help them complete the Worksheet. If you do not have your textbook, you cannot participate effectively in class and you may have to work alone or forfeit your points.

### Worksheets ask questions pertaining to the chapter material we are learning. Usually there is a right or wrong answer to the questions asked. Other times, students have to use their imagination to come up with an example of what Coakley has discussed in the chapter. Still other times, students are able to express their opinion on a topic and there is no right or wrong answer. Students are expected to write in full sentences using proper grammar and punctuation. Worksheets are handed in at the end of class and will count as your attendance on Wednesdays. Each Worksheet is worth 50 points. There are 13 Worksheets. You are permitted to miss only 1 with no penalty. At the end of the semester, your lowest Worksheet grade will automatically be dropped.

### Weekly Quizzes (Fridays)

* Quizzes are over the Coakley text and lecture.
* Quizzes are online in Canvas.
* Quizzes can be found in module folders for each chapter in Canvas.
* Quizzes fall due on most Fridays.[[3]](#footnote-3) This means that **we will not hold class on Fridays**. Instead you are asked to take the 50 minutes we would normally spend in class to review the chapter (20 minutes) and take the quiz for the week (30 minutes). You are expected to do this on your own.
* There are 16 chapters in Coakley. We will only cover 15 of them. So, there are 15 quizzes. You are required to take 14 of the 15 quizzes.
  + This means you can skip 1 quiz at some point in the semester and not be penalized. You get to decide when.
  + If you want to take all 15 quizzes, that’s okay too. At the end of the semester your lowest quiz grade will be dropped.
* Quizzes are open book and open notes.
* Each quiz is worth 50 points.
* Quizzes are made up of 20 randomly selected Multiple Choice or True/False questions that have only one best answer.
* You are given 30 minutes to take each quiz. After that, your quiz will automatically submit in Canvas and your quiz will be scored.
* You are only allowed 1 attempt on each quiz. It is very important that you read, attend class and participate, and study before attempting each quiz.
* Quizzes open on Fridays at 12:00 a.m. and close at 1:50 (the time our class should end).
* Quizzes are automatically scored using Canvas.

### Midterm and Final Exams (See Tentative Course Schedule for due date)

* Exams are online in Canvas.
* Exams cannot be completed ahead of their due date. Exams will open on Sunday at midnight (12:00 a.m.) one week before they fall due. Students are given 7 days to complete the exam.
* Both the Midterm and the Final Exam fall due before midnight (11:59 p.m.) on a Saturday night.
* Exams are worth 300 points each.
* Exams are open book and open notes.
* Exams are made up of 50 randomly selected Multiple Choice or True/False questions that have only one best answer.
* There are no essay questions on the exams.
* Each student will be presented with a different set of 50 questions that Dr. Gregg has personally selected for our course.
* Students are only permitted one attempt on each of the exams.
* Students are allowed one and one-half hours (90 minutes) to take each exam. After that, the exam will automatically submit in Canvas and the exam will be scored in the gradebook.
* Students are expected to work on their own and with academic integrity during the exams.

## Course Policies

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

### What you can expect from your professor:

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

### What the professor expects from you:

1. Patience the professor and with all others who participate in this class.
2. To read the syllabus carefully each week and know what is supposed to happen. This is our contract. The professor will do all that they can to abide by the syllabus, so they expect you to do the same.
3. Active participation in our class in the Canvas environment as required by the syllabus.  If it appears you are not actively engaged in this course, the professor will use the UNT Care Team reporting system to make recommendations.
4. To complete all assignments as they are scheduled in the Tentative Course Schedule in the syllabus.
5. To act with academic integrity during any quizzes or exams, and in all writing. Your work should be your own. Cheating will not be tolerated! See UNT policy on academic dishonesty.
6. To read the grading comments that the professor provides on all of your assignments. She 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.
8. To follow all directions in the syllabus for all types of course assignments. If you do not follow all of 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. If it appears that you are analyzing something other than what everyone else is looking at 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 buy and use the correct version of the book before the semester begins and to appropriately cite your work.
    * If the professor 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. If you do have some technical difficulty with your computer or the Internet, it is the student’s responsibility to find an alternative way to complete the work.
12. To 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.

## Information About UNT Policies

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

### ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (https://disability.unt.edu/).

### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### Access to Information - Eagle Connect

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email [spot@unt.edu](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\spot@unt.edu).

### Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\oeo@unt.edu) or at (940) 565 2759.

### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (https://policy.unt.edu/policy/07-002).

### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

* The work is used only once.
* The work is not used in its entirety.
* Use of the work does not affect any potential profits from the work.
* The student is not identified.
* The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

### Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

# Tentative Course Schedule

## Unit Level Objectives:

By the end of Ch. 1 AND:

* after attending and participating in lecture for Ch. 1, and after reading Ch. 1, students will be able to explain and summarize what the Sociology of Sports is and why we should study it? (WS1)
* after reading Ch. 1, students will be able to recognize and recall information related to the question: The Sociology of Sports: What is it and why study it? (Ch1Q)

## Week 1 (8/23-8/29)

## Theme: The Sociology of Sports: What is it and Why Study it?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **ATTEND:** Monday COVID-19 DAY  (No Minute Paper this Week)  If there is time: Pre-Test of Sociology of Sport Knowledge  **READ:** Chapter 1, take notes | In Class  Read before class Wednesday |
| Wed | **ATTEND:** Wednesday  **COMPLETE:** Worksheet (WS1) | In Class  Bring Coakley Text to Class |
| Fri | **TAKE:** Ch. 1 Quiz | Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 1 Quiz is due before 1:50 P.M. on Friday 8/28 |

## Unit Level Objectives:

By the end of Ch. 2 AND:

* after attending and participating in lecture for Ch. 2, students will be able to select and evaluate concepts and ideas relevant to their learning about producing knowledge in the sociology of sports. (MP1)
* after attending and participating in lecture for Ch. 2, and after reading Ch. 2, students will be able to explain and summarize different concepts, theories, and research about producing knowledge in the sociology of sports. (WS2)
* after reading Ch. 2, students will be able to recognize and recall information related to the question: Producing Knowledge About Sports in Society: How is knowledge produced in the sociology of sport? (Ch2Q)

## Week 2 (8/30-9/5)

## Theme: Producing Knowledge About Sports in Society: How is Knowledge Produced in the Sociology of Sport?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **ATTEND:** Monday Lecture/Discussion  **COMPLETE:** Minute Paper (MP1)  **READ:** Chapter 2, take notes | In Class  Read before class Wednesday |
| Wed | **ATTEND:** Wednesday  **COMPLETE:** Worksheet (WS2) | In Class  Bring Coakley Text to Class |
| Fri | **TAKE:** Ch. 2 Quiz | Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 2 Quiz is due before 1:50 P.M. on Friday 9/4 |

## Unit Level Objectives:

By the end of Ch. 3 AND:

* after reading Ch. 3, students will be able to explain and summarize different concepts, theories, and research about sports and socialization. (WS3)
* after reading Ch. 3, students will be able to recognize and recall information related to the question: Sports and Socialization: Who plays and what happens to them? (Ch3Q)

## Week 3 (9/6-9/12)

## Theme: Sports and Socialization: Who Plays and What Happens to Them?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **DO NOT ATTEND – Labor Day**  (No Minute Paper this Week)  **READ:** Chapter 3, take notes | No Class / Campus Closed  Read before class Wednesday |
| Wed | **ATTEND:** Wednesday  **COMPLETE:** Worksheet (WS3) | In Class  Bring Coakley Text to Class |
| Fri | **TAKE:** Ch. 3 Quiz | Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 3 Quiz is due before 1:50 P.M. on Friday 9/11 |

## Unit Level Objectives:

By the end of Ch. 4 AND:

* after attending and participating in lecture for Ch. 4, students will be able to select and evaluate concepts and ideas relevant to their learning about organized youth sports. (MP2)
* after attending and participating in lecture for Ch. 4, and after reading Ch. 4, students will be able to explain and summarize different concepts, theories, and research about organized youth sports. (WS4)
* after reading Ch. 4, students will be able to recognize and recall information related to the question: Organized Youth Sports: Whose interests do they serve? (Ch4Q)

## Week 4 (9/13-9/19)

## Theme: Organized Youth Sports: Whose Interests Do They Serve?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **ATTEND:** Monday Lecture/Discussion  **COMPLETE:** Minute Paper (MP2)  **READ:** Chapter 4, take notes | In Class  Read before class Wednesday |
| Wed | **ATTEND:** Wednesday  **COMPLETE:** Worksheet (WS4) | In Class  Bring Coakley Text to Class |
| Fri | **TAKE:** Ch. 4 Quiz | Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 4 Quiz is due before 1:50 P.M. on Friday 9/18 |

## Unit Level Objectives:

By the end of Ch. 5 AND:

* after attending and participating in lecture for Ch. 5, students will be able to select and evaluate concepts and ideas relevant to their learning about deviance and sports. (MP3)
* after attending and participating in lecture for Ch. 5, and after reading Ch. 5, students will be able to explain and summarize different concepts, theories, and research about deviance and sports. (WS5)
* after reading Ch. 5, students will be able to recognize and recall information related to the question: Deviance and Sports: Is it out of control? (Ch5Q)

## Week 5 (9/20-9/26)

## Theme: Deviance in Sports: Is It Out of Control?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **ATTEND:** Monday Lecture/Discussion  **COMPLETE:** Minute Paper (MP3)  **READ:** Chapter 5, take notes | In Class  Read before class Wednesday |
| Wed | **ATTEND:** Wednesday  **COMPLETE:** Worksheet (WS5) | In Class  Bring Coakley Text to Class |
| Fri | **TAKE:** Ch. 5 Quiz | Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 5 Quiz is due before 1:50 P.M. on Friday 9/25 |

## Unit Level Objectives:

By the end of Ch. 6 AND:

* after attending and participating in lecture for Ch. 6, students will be able to select and evaluate concepts and ideas relevant to their learning about violence in sports. (MP4)
* after attending and participating in lecture for Ch. 6, and after reading Ch. 6, students will be able to explain and summarize different concepts, theories, and research about violence in sports. (WS6)
* after reading Ch. 6, students will be able to recognize and recall information related to the question: Violence in Sports: Who suffers the consequences? (Ch6Q)

## Week 6 (9/27-10/3)

## Theme: Violence in Sports: Who Suffers the Consequences?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **ATTEND:** Monday Lecture/Discussion  **COMPLETE:** Minute Paper (MP4)  **READ:** Chapter 5, take notes | In Class  Read before class Wednesday |
| Wed | **ATTEND:** Wednesday  **COMPLETE:** Worksheet (WS6) | In Class  Bring Coakley Text to Class |
| Fri | **TAKE:** Ch. 6 Quiz | Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 6 Quiz is due before 1:50 P.M. on Friday 10/2 |

## Unit Level Objectives:

By the end of Ch. 7 AND:

* after attending and participating in lecture for Ch. 7, students will be able to select and evaluate concepts and ideas relevant to their learning about gender and sports. (MP5)
* after attending and participating in lecture for Ch. 7, and after reading Ch. 7, students will be able to explain and summarize different concepts, theories, and research about gender and sports. (WS7)
* after reading Ch. 7, students will be able to recognize and recall information related to the question: Gender and Sports: Is equity possible? (Ch7Q)

## Week 7 (10/4-10/10)

## Theme: Gender and Sports: Is Equity Possible?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **ATTEND:** Monday Lecture/Discussion  **COMPLETE:** Minute Paper (MP5)  **READ:** Chapter 5, take notes | In Class  Read before class Wednesday |
| Wed | **ATTEND:** Wednesday  **COMPLETE:** Worksheet (WS7) | In Class  Bring Coakley Text to Class |
| Fri | **TAKE:** Ch. 7 Quiz | Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 7 Quiz is due before 1:50 P.M. on Friday 10/9 |

Midsemester at UNT is 10/16

## Unit Level Objectives:

By the end of Ch. 8 AND:

* after attending and participating in lecture for Ch. 8, students will be able to select and evaluate concepts and ideas relevant to their learning about race, ethnicity, and sports. (MP6)
* after attending and participating in lecture for Ch. 8, and after reading Ch. 8, students will be able to explain and summarize different concepts, theories, and research about race, ethnicity, and sports. (WS8)
* after reading Ch. 8, students will be able to recognize and recall information related to the question: Race and Ethnicity: Are they important in sports?

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

* remember information related to the dynamic relationship between sports, culture, and society, by learning sociological concepts, theories, and research (Chs. 1-8). (Midterm Exam)

## Week 8 (10/11-10/17)

## Theme: Race and Ethnicity: Are They Important in Sports?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **ATTEND:** Monday Lecture/Discussion  **COMPLETE:** Minute Paper (MP6)  **READ:** Chapter 8, take notes | In Class  Read before class Wednesday |
| Wed | **ATTEND:** Wednesday  **COMPLETE:** Worksheet (WS8) | In Class  Bring Coakley Text to Class |
| Fri | **TAKE:** Ch. 8 Quiz | Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 8 Quiz is due before 1:50 P.M. on Friday 10/16 |
| To Do | **REVIEW:** Chapters 1-8, and personal notes  **REVIEW**: Quizzes over Chapters 1-8 | Study for Midterm |
| To Do | **COMPLETE:** The Midterm Exam over Chs. 1-8 | The Midterm Exam is due before midnight (11:59 p.m.) Saturday 10/17 |

## Unit Level Objectives:

By the end of Ch. 9 AND:

* after attending and participating in lecture for Ch. 9, students will be able to select and evaluate concepts and ideas relevant to their learning about social class and sports. (MP7)
* after attending and participating in lecture for Ch. 9, and after reading Ch. 9, students will be able to explain and summarize different concepts, theories, and research about social class and sports. (WS9)
* after reading Ch. 9, students will be able to recognize and recall information related to the question: Social Class: Do money and power matter in sports? (Ch9Q)

## Week 9 (10/18-10/24)

## Theme: Social Class: Do Money and Power Matter in Sports?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **ATTEND:** Monday Lecture/Discussion  **COMPLETE:** Minute Paper (MP7)  **READ:** Chapter 9, take notes | In Class  Read before class Wednesday |
| Wed | **ATTEND:** Wednesday  **COMPLETE:** Worksheet (WS9) | In Class  Bring Coakley Text to Class |
| Fri | **TAKE:** Ch. 9 Quiz | Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 8 Quiz is due before 1:50 P.M. on Friday 10/23 |

## Unit Level Objectives:

By the end of Ch. 10 AND:

* after attending and participating in lecture for Ch. 10, students will be able to select and evaluate concepts and ideas relevant to their learning about age, ability, and sports. (MP8)
* after attending and participating in lecture for Ch. 10, and after reading Ch. 10, students will be able to explain and summarize different concepts, theories, and research about age, ability, and sports. (WS10)
* after reading Ch. 10, students will be able to recognize and recall information related to the question: Age and Ability: Are there barriers to participation and inclusion? (Ch10Q)

## Week 10 (10/25-10/31)

## Theme: Age and Ability: Barriers to Participation and Inclusion?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **ATTEND:** Monday Lecture/Discussion  **COMPLETE:** Minute Paper (MP8)  **READ:** Chapter 10, take notes | In Class  Read before class Wednesday |
| Wed | **ATTEND:** Wednesday  **COMPLETE:** Worksheet (WS10) | In Class  Bring Coakley Text to Class |
| Fri | **TAKE:** Ch. 10 Quiz | Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 10 Quiz is due before 1:50 P.M. on Friday 10/30 |

## Unit Level Objectives:

By the end of Ch. 11 AND:

* after attending and participating in lecture for Ch. 11, students will be able to select and evaluate concepts and ideas relevant to their learning about sports and the economy. (MP9)
* after attending and participating in lecture for Ch. 11, and after reading Ch. 11, students will be able to explain and summarize different concepts, theories, and research about sports and the economy. (WS11)
* after reading Ch. 11, students will be able to recognize and recall information related to the question: Sports and the Economy: What are the characteristics of commercial sports? (Ch11Q)

## Week 11 (11/1-11/7)

## Theme: Sports and the Economy: What are the Characteristics of Commercial Sports?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **ATTEND:** Monday Lecture/Discussion  **COMPLETE:** Minute Paper (MP9)  **READ:** Chapter 11, take notes | In Class  Read before class Wednesday |
| Wed | **ATTEND:** Wednesday  **COMPLETE:** Worksheet (WS11) | In Class  Bring Coakley Text to Class |
| Fri | **TAKE:** Ch. 11 Quiz | Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 11 Quiz is due before 1:50 P.M. on Friday 11/6 |

## Unit Level Objectives:

By the end of Ch.12 AND:

* after attending and participating in lecture for Ch. 12, students will be able to select and evaluate concepts and ideas relevant to their learning about sports and media. (MP10)
* after attending and participating in lecture for Ch. 12, and after reading Ch. 12, students will be able to explain and summarize different concepts, theories, and research about sports and media. (WS12)
* after reading Ch. 12, students will be able to recognize and recall information related to the question: Sports and the Media: Could they survive without each other? (Ch12Q)

## Week 12 (11/8-11/14)

## Theme: Sports and the Media: Could They Survive Without Each Other?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **ATTEND:** Monday Lecture/Discussion  **COMPLETE:** Minute Paper (MP10)  **READ:** Chapter 12, take notes | In Class  Read before class Wednesday |
| Wed | **ATTEND:** Wednesday  **COMPLETE:** Worksheet (WS12) | In Class  Bring Coakley Text to Class |
| Fri | **TAKE:** Ch. 12 Quiz | Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 10 Quiz is due before 1:50 P.M. on Friday 11/13 |

## Unit Level Objectives:

By the end of Ch.13 AND:

* after attending and participating in lecture for Ch. 13, students will be able to select and evaluate concepts and ideas relevant to their learning about sports and politics. (MP11)
* after attending and participating in lecture for Ch. 13, and after reading Ch. 13, students will be able to explain and summarize different concepts, theories, and research about sports and politics. (WS13)
* after reading Ch. 13, students will be able to recognize and recall information related to the question: Sports and Politics: How do governments and global political processes influence sports? (Ch13Q)

## Week 13 (11/15-11/21)

## Theme: Sports and Politics: How do Governments and Global Political Processes Influence Sports?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **ATTEND:** Monday Lecture/Discussion  **COMPLETE:** Minute Paper (MP11)  **READ:** Chapter 13, take notes | In Class  Read before class Wednesday |
| Wed | **ATTEND:** Wednesday  **COMPLETE:** Worksheet (WS13) LAST ONE | In Class  Bring Coakley Text to Class |
| Fri | **TAKE:** Ch. 13 Quiz | Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 13 Quiz is due before 1:50 P.M. on Friday 11/20 |

## Unit Level Objectives:

By the end of Ch.14 AND:

* after attending and participating in lecture for Ch. 14, students will be able to select and evaluate concepts and ideas relevant to their learning about sports in high school and college. (MP12)
* after reading Ch. 14, students will be able to recognize and recall information related to the question: Sports in High School and College: Do competitive sports contribute to education? (Ch14Q)

## Week 14 (11/22-11/28)

## Theme: Sports in High School and College: Do Competitive Sports Contribute to Education?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **ATTEND:** Monday Lecture/Discussion  **COMPLETE:** Minute Paper (MP12) LAST ONE  **READ:** Chapter 14, take notes | In Class  Read before class Wednesday |
| Wed | **TAKE:** Ch. 14 Quiz  No Worksheet this week! | Do Not Attend Class  Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 14 Quiz is due before 1:50 P.M. on Wednesday 11/25 |
| Thur-Fri | **Thanksgiving Break** | 11/26-11/27 No Classes University is Closed |

NOTES TO STUDENTS:

* We are Skipping Ch. 15 in Coakley
* No more class meetings after Thanksgiving. All courses at UNT transition to remote learning after Thanksgiving.

## Unit Level Objectives:

By the end of Ch.16 AND:

* after reading Ch. 16, students will be able to recognize and recall information related to the question: Sports in the Future: What do we want them to be? (Ch16Q)

## Week 15 (11/29-12/5)

## Theme: Sports in the Future: What Do We Want Them to Be?

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| Mon | **DO NOT ATTEND:** Monday Lecture/Discussion  **WATCH:** Dr. Gregg’s brief YouTube Lecture for Ch. 16 (Optional)  **READ:** Chapter 16, take notes | Do not attend class. Lecture is presented online.  Read before Wednesday |
| Wed | **TAKE:** Ch. 16 Quiz | Do Not Attend Class  Quizzes are worth 50 points each. Quizzes are online in Canvas.  Ch. 16 Quiz is due before 1:50 P.M. on Wednesday 12/2 |
| Fri | **Reading Day** | No Classes |

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

* Remember information related to the dynamic relationship between sports, culture, and society, by learning sociological concepts, theories, and research (Chs. 9-14 & 16). (Final Exam)

## Week 16 (12/5-12/11) Theme: Final Exam Week

|  |  |  |
| --- | --- | --- |
|  | Description | To Do/How To/Where |
| To Do | **REVIEW:** Chapters 9-14 and 16, and personal notes  **REVIEW**: Quizzes over Chapters 9-14 and 16 | Study for Final Exam |
| To Do | **COMPLETE:** The Final Exam over Chs. 9-14 and 16 | The Final Exam is due before midnight (11:59 p.m.) Tuesday day 12/8 |

# UNT Required Syllabus Statements Regarding COVID-19

## Syllabus Statement: Face Coverings

1. Face coverings are required in all UNT facilities. This course has been approved for an exception to the face covering requirement to facilitate student learning. Portions of the class to be delivered without face coverings. Times when face coverings can be removed will be indicated during each class period. If you are unable to wear a face covering or do not feel you can safely attend class without your face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated by your instructor.
2. Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

## Syllabus Statement: Absences

During the COVID-19 pandemic, a higher rate of absenteeism is likely. Students may become ill or asked to self-isolate because they have come in contact with someone who tested positive for COVID-19.

While class attendance is expected, it is important to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. In spring 2020, Faculty Senate approved a COVID-19 impact on attendance statement to include in course syllabi. The statement was revised in July to align with newly adopted UNT procedures. Below is the attendance impact statement to include in fall 2020 syllabi. It is also included in the [syllabus template available on the DSI CLEAR website](https://clear.unt.edu/teaching-resources/dsi-clear-syllabus-template).

### Attendance Policy

By choosing to take this course, you have chosen to be on UNT campus for in-person instruction. Therefore, you are expected to attend all class meetings. As a requirement of UNT, students will be assigned seats and attendance will be taken and reported to the university each time the class meets. If Dr. Gregg notices that you are absent an inordinate amount (>2 times), she will file a report with the CARE Team on campus. The CARE team will reach out to you to discuss your absenteeism.

### COVID-19 impact on attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact Dr. Gregg if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing cough, shortness of breath or difficulty breathing, fever, or any of the other possible symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider. UNT also asks that you contact the UNT COVID Hotline at 844-366-5892 or [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

## Syllabus Statement: Class Recordings

Synchronous (live) sessions in this course will be recorded for students to refer to throughout the semester. Class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside the class, or outside the Canvas LMS, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

If you are not physically present in the classroom, you are considered absent by UNT, regardless of whether or not you view the recordings.

1. There are two exceptions to this. The first is for the week of Thanksgiving when Ch. 14 Quiz is due before 1:50 p.m. on Wednesday, 11/25. The second is for Week 15 (11/29-12/5) when Ch. 16 quiz is due before 1:50 p.m. on Wednesday, 12/2. [↑](#footnote-ref-1)
2. This is true except after Thanksgiving, when all UNT courses will transition to remote learning. Additionally, UNT reserves the right to convert this course to online remote learning at any time in the semester if COVID-19 conditions worsen. Students should be prepared for this possibility. [↑](#footnote-ref-2)
3. There are two exceptions to this. The first is for the week of Thanksgiving when Ch. 14 Quiz is due before 1:50 p.m. on Wednesday, 11/25. The second is for Week 15 (11/29-12/5) when Ch. 16 quiz is due before 1:50 p.m. on Wednesday, 12/2. [↑](#footnote-ref-3)