

May 20, 2026

SOCI 2050: Sociology of Sport
Summer 2026, Online, 2nd 5-Week Session

Instructor Information

Instructor: Syed Marjan, M.S., M.A.C.J., M.S.S.

Office Location: Sycamore 2880

Phone Number: 940-565-2296, Sociology Office

Office Hours: Fridays, 12:00 p.m. to 1:00 p.m., or by appointment. Office hours will be held by Zoom only.

Communication: Please communicate with me using the Inbox in Canvas. You may also email me using the UNT email address listed below, which is linked to Canvas. Please allow 24 hours for a response. I do not respond to emails or Canvas messages on weekends.

Please note that this course was originally designed and developed by Dr. Karen Monique Gregg. Some course materials, instructional videos, examples, or assignment resources may refer to Dr. Gregg because they were created as part of the original course design. However, Dr. Gregg is not teaching this course during Summer 2026. I, Syed Marjan, am the instructor for this section. If you have any questions about the syllabus, assignments, quizzes, papers, grades, deadlines, or course expectations, please contact me through the Canvas Inbox rather than contacting Dr. Gregg.

Instructor Email: syedmahfujulhaquemarjan@my.unt.edu

Welcome to UNT!

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

Important Due Dates and Times

Course Starts: Monday, June 22

Syllabus Quiz: Due online in Canvas before midnight on Friday, June 26

Other Assignments: Discussions, quizzes, papers, and the Final Exam are due online in Canvas on Fridays before midnight, unless otherwise noted.

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Paper Due Dates:

First Iteration of the My Life with Sports Paper is due before midnight on Friday, July 3.

Revised My Life with Sports Paper is due before midnight on Friday, July 24.

Final Exam Due: Friday, July 24, before midnight

Course Ends: Friday, July 24

Course Description

Study of social behavior in sport, with particular emphasis on its relationship to the cultural perspectives of socialization, minorities, economics, politics, and current issues. 3 Credits.

Certifications

This course is part of the Social Sciences and Popular Culture Certificate and Sports Media Certificate. Click on the links in Canvas or consult UNT certificate information to see how you can earn these Certificates from UNT.

Course Structure

This course is 100% online and is offered in a compressed 5-week summer format. Each week, students are expected to complete the assigned readings and use the resources in Canvas to help master the material in the textbook. Assignments in this course include a syllabus quiz, chapter quizzes, discussions, a paper that students will work on and submit in two different stages, and a comprehensive Final Exam.

To succeed in this course, students are expected to log into Canvas frequently, stay engaged in the course, and complete assignments as scheduled in the syllabus under the heading Tentative Course Schedule. Because this is a 5-week summer course, the pace is faster than a regular long semester. Students should plan to keep up with readings, quizzes, discussions, and writing assignments each week.

Course Prerequisites or Other Restrictions

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

- Cite sources in writing, giving credit to where information is obtained using MLA formatting.
- Network with others and use tact when offered differing perspectives in course discussions.
- Make the commitment to spend sufficient time each week reading the assignments, reflecting on the material covered, and participating in other course activities.

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- Complete work using a working computer that has reliable Internet access.

Course Objectives

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

- Remember concepts, terms, studies, and theories related to the sociological study of sport in society. This will be assessed through quizzes and the Final Exam.
- Participate in discussions designed to check into the course and discuss how the course is going with peers. This will be assessed through the Introduction, Midway, and Goodbye Discussions.

My Life with Sports Paper Objectives

By completing the My Life with Sports Paper, students should be able to:

- Conduct an evaluation of their own life with sports by completing a brief sociological sports biography. This will be assessed through the first iteration of the My Life with Sports Paper.
- Apply sociological concepts, ideas, theories, and studies learned from the course materials, including Coakley and De Oca's book, to the evaluation of their own life with sports. This will be assessed through the second iteration, also known as the revised My Life with Sports Paper.

Required Course Materials

The required text for this course is Jay Coakley and Jeffrey Montez De Oca's *Sports in Society: Issues and Controversies*, 13th Edition (2025 RELEASE or EVERGREEN RELEASE). You can acquire the book in several modalities (online, looseleaf, text), depending on your personal preference. ISBN 978-1-266-43016-9 (bound edition) or ISBN 978-1-266-89075-4 (loose-leaf edition).

2025 Release Overview

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

ODA Book Information

For more information related to accessibility for this book, please visit this website: [Learning Resources and Alternative Formats](#).

Optional Spotify Podcasts

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

Teaching Philosophy for this Course

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

Computer Skills & Digital Literacy

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

- Students must have a working computer with reliable Internet access to succeed in this course.
- Experience using Canvas
- Experience using email
- Able to download and install software

Rules of Engagement

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

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language. Proof your work before submitting. This includes any communication you have with your instructor.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Always capitalize the word "I".
- Use standard fonts such as Times New Roman and use a size 12-point font for any writing assignments. MLA formatting requires Times New Roman 12-point font and one-inch margins.

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- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail

Late Work and Missing Work

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

- Note that each student is allowed **only one documented emergency** per semester.
- In the event of a legitimate emergency, students should contact Syed Marjan to arrange for an online meeting (via Zoom) to discuss.
- If your emergency is serious, Syed Marjan 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. Syed Marjan routinely grants extensions when students contact him before missing an assignment.
- Assignments for this course have been created with the intention of requiring you to attend class to earn points. For online students, this means active participation online in Canvas. If you miss class or assignments online, you miss the opportunity for those points.

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

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

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

Other student support services offered by UNT include:

- [Registrar](https://registrar.unt.edu/index.html) (<https://registrar.unt.edu/index.html>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services:

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

Course Expectations

Course Policies and Expectations

Below is a list of items that students can expect from the instructor, as well as a list of expectations that students agree to follow if they choose to remain enrolled in this course. Please consider these expectations our Course Policies.

What You Can Expect from the Instructor

Students can expect the instructor to provide:

- Respect and active listening.
- Consistent grading, with return time within one to two weeks when possible. Because this is a 5-week summer course, the instructor will make every effort to return feedback on the first iteration of the My Life with Sports Paper as quickly as possible so students have time to revise.
- Willingness to teach, learn, and answer questions.
- Preparation for each week of the course.
- Clear opportunities for students to do well in the course.
- Availability by appointment for additional help.
- Equal and fair treatment of all students.

What the Instructor Expects from Students

Students are expected to:

- Show patience with the instructor and with all others who participate in this course.
- Read the syllabus carefully each week and know what is supposed to happen. The syllabus is our course contract. The instructor will do his best to follow the syllabus, and students are expected to do the same.
- Actively participate in the course and in the Canvas environment as required by the syllabus. If it appears that a student is not actively engaged in the course, the instructor may use the UNT Care Team reporting system to make recommendations to help the student succeed.
- Complete all assignments as they are scheduled under the heading Tentative Course Schedule.

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- Act with academic integrity during quizzes, exams, discussions, and all writing assignments. Student work should be the student's own. Cheating will not be tolerated. The instructor will follow UNT policy on academic dishonesty.

Please note the following course expectations related to academic integrity:

- Discussions are set up to require students to post their own original work before seeing other students' posts. If a student enters nothing, a period, or some other form of gibberish in order to access the discussion before posting original ideas, the student will automatically earn zero points for that discussion. This may also be treated as an academic integrity violation in this course and may be reported to UNT.
- If a student uses AI to generate work in this course without permission, the student may receive a zero on the assignment and may be asked to meet with the instructor in office hours to discuss the issue. Unauthorized AI use may be reported as an academic integrity violation. Repeated violations may result in failure of the course.
- Students are expected to read the grading comments that the instructor provides when assignments are graded. These comments are intended to help students improve on future assignments.
- Students should seek help from the UNT Writing Center if they need assistance with writing papers. UNT has students and staff who are ready and willing to help guide students through the writing process.
- Students must submit assignments in the correct location in Canvas. If an assignment is submitted in the wrong location, the student may receive a zero and the work may not be graded. Students will have one week from the day the assignment is graded to correct the situation. Otherwise, the zero will remain.
- Students must follow all directions in the syllabus and in Canvas for all assignments. If directions are not followed, the assignment score may be reduced substantially, and the student may receive a zero on that assignment.
- Students are required to buy and use the correct edition of the textbook for this course. For this course, students are required to use Jay Coakley and Jeffrey Montez De Oca's 2025 Release, Evergreen Release, 13th edition of *Sports in Society*. If it appears that a student is using a different edition of the textbook for assignments, such as an earlier edition, the student may receive a zero. For the course to be fair, everyone is required to use the correct assigned material.
- Students must appropriately cite their work. For this course, students will use MLA formatting for all writing assignments. Help with MLA formatting is available in Canvas. Students are also encouraged to use the Purdue OWL for help with MLA formatting.
- If the instructor checks a quotation or cited material from the textbook and finds that it does not appear on the page cited, the student may receive a zero on the assignment with no opportunity to redo the assignment. This may be treated as an academic integrity violation.
- Students are responsible for their own work and for preparing for possible computer or Internet difficulties. If a student's Internet is not working, the student should find another location with reliable Internet access so that quizzes, exams, discussions, and assignments are not missed. Computer problems and Internet outages are generally not sufficient reasons for missing assignments in this course.

- Students should not wait until the last minute to submit assignments in Canvas. Since assignments in this summer course are due on Fridays before midnight, students should aim to complete and submit work before Friday at 5:00 p.m. whenever possible. This gives students time to seek help from UNT support services if a technical issue occurs.
- Students who wish to request an Incomplete must do so in writing at least one week before the course ends. For this 5-week summer course, this means the request should be made no later than Friday, July 17. The request must be accompanied by documentation explaining why the course cannot be completed before the end of the term. An Incomplete will only be considered if at least 50% of the course exams and other assignments have been completed with a passing grade.
- Students should contact the instructor to make an appointment if they need extra help in this course. Office hours or online meetings by Zoom can help students get back on track.
- To contact the Dean of Students in the event of a personal emergency in your life. This includes extended illness, hospitalization, death in the family, or other personal issues that hinder your possibility of success in the course. Click here to connect to the [Dean of Students information](#).

Assignments Explained and Point and Percentage Values	
Description of Assignments	Points
<p>Syllabus Quiz</p> <ul style="list-style-type: none"> • After reading the Syllabus and watching the course introduction video, students are REQUIRED to take a quiz over the Syllabus before the end of Week One. • Worth up to 50 points of final grade 	<p>50 Points 2%</p>
<p>3 Discussions (Check-Ins)</p> <ol style="list-style-type: none"> 1. Week One Introductions 2. Midway Check-In 3. Goodbye to the class <ul style="list-style-type: none"> • Worth up to 50 points Each 	<p>150 Points 6%</p>
<p>My Life with Sports Paper (1st Iteration with no sources)</p> <ul style="list-style-type: none"> • 2-3 page sociological paper about your life with sports • Required to use MLA formatting • Written with no sources • Worth up to 200 points of final grade <p>Heads up! This paper will be revised and information from Coakley and De Oca will be incorporated into what is <u>already written</u> for the Revised (2nd iteration) of the My Life with Sports Paper due near the end of the course.</p>	<p>200 Points 8%</p>
<p>12 Chapter Quizzes</p> <ul style="list-style-type: none"> • This course uses 12 out of 16 chapters from Coakley and De Oca’s 2025 REVISED / EVERGREEN book • Skip Chs 6, 9, 11, and 15 • We’ll spend 2 weeks on Ch 7 Gender and 2 weeks on Ch 10 Age and Ability. • Due before midnight on Saturdays (of most weeks) • Required to take all 12 of the assigned chapter quizzes 	<p>1200 Points 48%</p>

<ul style="list-style-type: none"> • Worth up to 100 points • 12 chapters X 100 points each = 1200 points of final grade 	
<p>Revised My Life with Sports Paper (2nd Iteration with the text added)</p> <ul style="list-style-type: none"> • Students are required to revise the first iteration of their paper. Failure to do so will result in an automatic -20% (-80 points) from the 2nd iteration due near the end of the course. • After making required revisions, students then add to it information from at least five (5) different chapters of Coakley and De Oca that they believe pertain to what they've written about their own sociological life with sports. • This paper was previously only 2-3 pages. After making revisions and adding in Coakley and De Oca, the paper should be no more than 5-6 pages. This does not include the Works Cited page which should be included at the end. • Required to use MLA formatting • Worth up to 400 points of the final grade 	<p>400 Points 16%</p>
<p>Comprehensive Final Exam</p> <ul style="list-style-type: none"> • To conclude the course and to demonstrate comprehension of the course content, students take a comprehensive exam covering chapters 1, 2, 3, 4, 5, 7, 8, 10, 12, 13, 14, 16 of Coakley and De Oca's book. • Worth up to 500 points of the final grade 	<p>500 Points 20%</p>
TOTAL	2000 Points

Syed Marjan's Grading Scale

At the end of the semester, Syed Marjan will base your grade on the Grading Scale below.

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

**Tentative Course Schedule
Skipping Chs. 6, 9, 11, 15**

Week 1: June 22–June 26

Getting Started, Getting to Know You, and Foundations of the Sociology of Sport

Ch. 1: The Sociology of Sport: What Is It and Why Study It?

Ch. 2: Producing Knowledge About Sports in Society

Ch. 3: Sports and Socialization

Ch. 4: Organized Youth Sports

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

- Demonstrate their understanding of the expectations of the course by passing the Syllabus Quiz.
- Participate in a discussion designed to introduce themselves to the class.
- Recall and identify major concepts, terms, theories, and studies related to the sociology of sport.
- Explain how theory and research are used to study sports in society.
- Describe how sports are connected to socialization and identity development.
- Identify key sociological questions related to organized youth sports and whose interests they serve.

To Be Completed

Assignment/Task	Details	Due Date
Buy or access the course textbook	Make sure you have the correct edition by Coakley and De Oca.	As soon as possible
Read the syllabus and work through the Introduction Module	Review course expectations, policies, assignments, quizzes, discussions, and exam information.	Before midnight on Friday, June 26
Watch the course introduction/course explanation video in Canvas	This will help you understand how the course is organized and what is expected in a compressed five-week summer format.	Before midnight on Friday, June 26
Take the Syllabus Quiz	This quiz checks your understanding of the syllabus and course expectations.	Before midnight on Friday, June 26
Complete the Introduction Discussion	Introduce yourself to your classmates and welcome/respond to at least two classmates.	Before midnight on Friday, June 26
Read Chapter 1	The Sociology of Sport: What Is It and Why Study It?	Before midnight on Friday, June 26

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Take Chapter 1 Quiz	Complete after reading Chapter 1.	Before midnight on Friday, June 26
Read Chapter 2	Producing Knowledge About Sports in Society.	Before midnight on Friday, June 26
Take Chapter 2 Quiz	Complete after reading Chapter 2.	Before midnight on Friday, June 26
Read Chapter 3	Sports and Socialization.	Before midnight on Friday, June 26
Take Chapter 3 Quiz	Complete after reading Chapter 3.	Before midnight on Friday, June 26
Read Chapter 4	Organized Youth Sports.	Before midnight on Friday, June 26
Take Chapter 4 Quiz	Complete after reading Chapter 4.	Before midnight on Friday, June 26

Optional Resources

Students may also listen to the Sports in Society podcast episodes connected to Chapters 1–4, if available in Canvas. These resources are optional but may help students better understand the chapter material.

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Week 2: June 29–July 3

Deviance, Doping, Gender, and Sports

Ch. 5: Deviance and Doping in Sports: Is It Out of Control?

Ch. 7: Gender and Sports: Is Equity Possible?

Note: Chapter 6 will be skipped.

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

- Recall and identify major concepts, terms, and theories related to deviance and doping in sports.
- Explain sociological approaches to understanding rule-breaking, deviance, and doping in sports.
- Recall and identify major concepts, terms, and theories related to gender and sports.
- Analyze how gender shapes participation, opportunity, inequality, and equity in sports.
- Prepare the first iteration of the My Life with Sports Paper.

To Be Completed

Assignment/Task	Details	Due Date
Read Chapter 5	Deviance and Doping in Sports: Is It Out of Control? Optional — Listen to Spotify Sports in Society Podcast for Ch5	Before midnight on Friday, July 3
Take Chapter 5 Quiz	Complete after reading Chapter 5.	Before midnight on Friday, July 3
Skip Chapter 6	Chapter 6 is not assigned in this course schedule.	No assignment

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Read Chapter 7	Gender and Sports: Is Equity Possible? Optional — Listen to Spotify Sports in Society Podcast for Ch7	Before midnight on Friday, July 3
Recommended: Watch “The Queen of Basketball” — the story of Lusia “Lucy” Harris — 22”	This video connects to issues of gender, recognition, and opportunity in sports.	Recommended
Take Chapter 7 Quiz	Complete after reading Chapter 7.	Before midnight on Friday, July 3
Submit My Life with Sports Paper — First Iteration	Carefully follow the paper instructions provided in the syllabus and in Canvas. This first version should present a sociological evaluation of your own life with sports. Use MLA formatting and upload the paper to Canvas before the deadline.	Before midnight on Friday, July 3

Week 3: July 6–July 10

Race, Age, Ability, Media, Politics, and Sports

Ch. 8: Race and Ethnicity: Are They Important in Sports?

Ch. 10: Age and Ability: Barriers to Participation and Inclusion?

Ch. 12: Sports and the Media: Could They Survive Without Each Other?

Ch. 13: Sports in Politics: How Do Governments and Global Political Processes Influence Sports?

Note: Chapters 9 and 11 will be skipped.

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

- Recall and identify concepts, terms, and theories related to race and ethnicity in sports.
- Recall and identify concepts, terms, and theories related to age, ability, barriers to participation, and inclusion in sports.
- Recall and identify concepts, terms, and theories related to sports and the media.
- Recall and identify concepts, terms, and theories related to sports and politics.
- Participate in a discussion designed to check in with the course and discuss how the course is going with classmates.

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- Begin reviewing feedback on the first iteration of the My Life with Sports Paper, if feedback has been returned.

To Be Completed

Assignment/Task	Details	Due Date
Read Chapter 8	Race and Ethnicity: Are They Important in Sports? Optional — Listen to Spotify Sports in Society Podcast for Ch8	Before midnight on Friday, July 10
Take Chapter 8 Quiz	Complete after reading Chapter 8.	Before midnight on Friday, July 10
Skip Chapter 9	Chapter 9 is not assigned in this course schedule.	No assignment
Read Chapter 10	Age and Ability: Barriers to Participation and Inclusion? Recommended — Watch TedTalk “Living Beyond Limits” Amy Purdy 10” Optional — Listen to Spotify Sports in Society Podcast for Ch10	Before midnight on Friday, July 10
Take Chapter 10 Quiz	Complete after reading Chapter 10.	Before midnight on Friday, July 10
Skip Chapter 11	Chapter 11 is not assigned in this course schedule.	No assignment

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Read Chapter 12	Sports and the Media: Could They Survive Without Each Other? Optional — Listen to Spotify Sports in Society Podcast for Ch12	Before midnight on Friday, July 10
Take Chapter 12 Quiz	Complete after reading Chapter 12.	Before midnight on Friday, July 10
Read Chapter 13	Sports in Politics: How Do Governments and Global Political Processes Influence Sports? Optional — Listen to Spotify Sports in Society Podcast for Ch13	Before midnight on Friday, July 10
Take Chapter 13 Quiz	Complete after reading Chapter 13.	Before midnight on Friday, July 10
Participate in Midway Check-In Discussion	Check in with the class about how the course is going. Respond to classmates as directed in Canvas.	Before midnight on Friday, July 10
Review My Life with Sports Paper feedback, if available	The instructor will grade the first iteration of the paper as quickly as possible. Students should review grading comments and begin thinking about revisions once feedback is returned.	No submission due this week.

Week 4: July 13–July 17

High School, College, and the Future of Sports

Ch. 14: Sports in High School and College: Do Competitive Sports Contribute to Education?

Ch. 16: Sports in the Future: What Do We Want Them to Be?

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Note: Chapter 15 will be skipped.

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

- Recall and identify concepts, terms, and theories related to high school and college sports.
- Explain sociological issues connected to education, competition, scholarships, and school-based athletics.
- Recall and identify concepts, terms, and theories related to sports in the future.
- Begin revising the My Life with Sports Paper based on instructor feedback.

To Be Completed

Assignment/Task	Details	Due Date
Read Chapter 14	Sports in High School and College: Do Competitive Sports Contribute to Education? Optional — Listen to Spotify Sports in Society Podcast for Ch14.	Before midnight on Friday, July 17
Recommended: Watch Monica McDermott’s lecture, “ Sports, Shootings, and Scholarships: Myths of African American Mobility ”	This lecture connects to issues of race, education, scholarships, and mobility through sports	Recommended; no required submission
Take Chapter 14 Quiz	Complete after reading Chapter 14.	Before midnight on Friday, July 17
Skip Chapter 15	Chapter 15 is not assigned in this course schedule.	No assignment
Read Chapter 16	Sports in the Future: What Do We Want Them to Be? Optional — Listen	Before midnight on Friday, July 17

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[to Spotify Sports in Society Podcast for Ch16.](#)

Take Chapter 16 Quiz	Complete after reading Chapter 16.	Before midnight on Friday, July 17
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Begin revising My Life with Sports Paper	Review the grading comments and in-text editing comments on your first iteration. Begin revising your paper based on the feedback you received. Students can only revise after receiving instructor feedback.	No final paper submission due this week
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Week 5: July 20–July 24

Final Paper Revisions, Final Exam Review, Final Exam, and Goodbye Discussion

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

- Finalize and submit the revised My Life with Sports Paper.
- Incorporate relevant ideas, concepts, and examples from Coakley and De Oca into the final version of the paper.
- Review major concepts, terms, theories, and studies covered throughout the course.
- Complete the Final Exam.
- Participate in a discussion designed to say goodbye and reflect on the course with classmates.

To Be Completed

Assignment/Task	Details	Due Date
Finalize and Submit Revised My Life with Sports Paper Complete Before taking the Final Exam	Review grading comments and in-text editing comments from the first iteration. Make meaningful revisions to the paper. Add relevant material from Coakley and De Oca where appropriate. Use MLA formatting and include a Works Cited page. Upload the final revised paper to Canvas before the deadline.	Before midnight on Friday, July 24

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Review for Final Exam	Review the assigned chapters, quizzes, course materials, and major concepts covered throughout the course.	Complete Before taking the Final Exam
Take Final Exam	Complete the Final Exam in Canvas.	Before midnight on Friday, July 24
Participate in Goodbye Discussion	Say goodbye to classmates and reflect on your experience in the course. Respond to classmates as directed in Canvas.	Before midnight on Friday, July 24

More Details about Assignments

DISCUSSIONS (6% of Grade)

Introductions/Discussion 1 (50 Points / 2%)

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

Midway/Discussion 2 (50 Points / 2%)

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

Goodbye/Discussion 3 (50 Points / 2%)

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

Syllabus Quiz (50 Points / 2% of Grade)

After reading the syllabus and course expectations and after watching introduction video introducing you to the course, students should demonstrate their understanding of the course by

taking and passing a Syllabus Quiz. Students are permitted two attempts at this quiz. Students have 20 minutes to take the quiz. The highest score will be posted in the grade book.

Chapter Quizzes (1200 Points / 48% of Grade)

As students move through the course, they will be digesting the material in the Coakley and De Oca text. Out of the 16 chapters in the book, we will only use 12 of them. Note that we are skipping chapters 6, 9, 11, and 15. But we will spend two weeks on Ch7 and Ch10. Most weeks students are asked to take a chapter quiz over the material assigned to read. Students should not miss any quizzes. Here are a few more details about the quizzes.

- To prepare, students should read the chapter(s) assigned and use any resources in Canvas related to the chapters.
- Each quiz has 10 multiple choice or true or false questions with only one best answer.
- Each question is worth 10 points for a total of up to 100 points per quiz.
- Students are permitted 20 minutes and are allowed only one attempt at each quiz.
- Answers to the quiz questions are released after all students have taken the quiz.
- If you have a question about something you missed, email Syed Marjan to discuss. He will require you to make a case for why you believe the answer you selected is correct. Sometimes he is persuaded.
- Students should aim to take all 12 quizzes. No quiz score is dropped.
- If you think you may miss a quiz, contact Syed Marjan in advance of the due date and time. If you do this, he routinely alters the due date and time for you.
- If you miss a quiz, you have missed the opportunity for these points in the course. Quizzes cannot be made up.

Films

Several optional films and videos are included to enhance your learning of the course.

More Information about Films

Film Title and Length
Jay Coakley's film "What is Sport Sociology?" 6" https://www.youtube.com/watch?v=3C2cZibusmo
"The Great Sport Myth" (7 Minutes) https://www.youtube.com/watch?v=1oAh5Z9UMr4&t=26s
"The Queen of Basketball" – the story of Lusia (Lucy) Harris (22 Minutes) https://www.youtube.com/watch?v=vPFkcoTfr7g
TedTalk "Living Beyond Limits" Amy Purdy (About 10 Minutes) https://www.youtube.com/watch?v=N2OZM7azGoA&t=37s
"Sports, Shootings, and Scholarships: Myths of African American Mobility" Monica McDermott (Start at 8:18 and watch to 45:38) (Roughly 40 minutes). https://www.youtube.com/watch?v=lsrj07ChbFo&t=515s

Course Paper (700 Points / 24% of Grade)

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

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

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

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

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

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

Early in the semester students write their own sociological biography with sports without using any sources to do so. The goal for this iteration of the is to be critically self-reflective as you remember, describe, and evaluate your sports experiences, the contexts in which they occurred, and the impact they had on you and others who were involved in **a sociological way following specific prompts that tell you what to write about.**

Develop an Outline:

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

Begin Writing:

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

Prompts for Writing:¹

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

MLA College Formatting:

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

Grading 1st Iteration:

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

¹ Students will write an introductory paragraph for this paper when they write the REVISED version that falls due toward the end of the semester.

How You Will Be Graded on the 1st Iteration

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

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

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

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

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

Writing

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

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

The following four paragraphs are examples of how to use quotes to connect concepts, ideas, theories, or studies to your own evaluation. Syed Marjan uses his own life experiences to illustrate how to do this. These examples should give students some idea of the level of sophistication of the writing expected and the amount of detail required for the 2nd iteration of this paper.

Example of Applying a Concept (*injuries*)

I was encouraged by friends to take up tennis while I was in Montana teaching at Montana State University. At the university, they had an indoor tennis program that was open to the public to schedule for use. I took several lessons with the tennis pros during my time there and this helped me to improve my ability to serve. That is, until I injured my right rotator cuff trying to serve like Serena Williams. I hurt my shoulder so badly, I was unable to lift my arm for many weeks. Coakley says that injuries like this often cause an athlete to “drop out” of their sport. I admit that I am no spring chicken and injuries like this, especially if I push myself too hard, are to be expected. I guess I’m getting old and that might mean shifting to table tennis or pickle ball instead of tennis. But am I old? Really? In chapter 10 Coakley tells us that the concept “*Older people* is the age identification term preferred today” (Coakley and De Oca 353). Reading about this concept makes me wonder: At 60 years old, am I “older people” now?

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

Once when Notre Dame played Purdue in the NCAA Women’s Basketball Championship, my husband and I went to *Buffalo Wild Wings* to watch the game and have some wings. When we ordered our food, we asked first the waitress, and then the bar tender, to turn at least one television to the game. The bartender told us, “We don’t watch women’s sports in this joint.” We immediately left and found another sports bar that would accommodate us. Coakley tells us in chapter 12 that “Masculinity rules in media sports. Men’s sports continue to receive 90 percent of sports coverage in the media.” (Coakley and De Oca 461). With attitudes like the bartender’s, is it any wonder that sports media don’t cover women’s sports as much as men’s? We were so put off by this experience that we have not darkened the door of *Buffalo Wild Wings* ever since. They lost our business.

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

About 10 years ago I worked at a university in Indiana that valued service learning projects and allowed faculty to choose how service learning was implemented in their courses. I chose to work with an adaptive sports program called Turnstone. Each semester I volunteered along with the students to work with athletes with various mental and physical impairments playing sports like wheelchair tennis, wheelchair soccer, goal ball, or wheelchair basketball. It was one of the most meaningful things I’ve ever personally done in my life. Coakley tells us that sports are affected by many different ideologies and that ideologies help us to make sense of our worlds. When I volunteered at Turnstone, I saw serious effort being made to combat what in chapter 1 Coakley and De Oca call “ableist ideology,” which is defined as, “*interrelated and widely shared ideas and beliefs used to identify people as physically or intellectually disabled, to justify treating them as inferior, and to organize social worlds and physical spaces without taking them into account*” (16). The theory of ableism assumes that all people are either able-bodied or disabled and that those who are disabled are somehow inferior to everyone else. This was

certainly not going on at Turnstone! Instead, they were acknowledging the want, desire, and need of athletes with physical and mental impairments to play sports and of all kinds! Personally, I've never had a more humbling experience than the five years I worked with Turnstone.

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

When I grew up, I loved sports. I lived for sports. I mostly played softball and volleyball, because at that time, these were two of the few sports that were considered proper for young ladies to play (Title IX was not immediately implemented in Texas public schools). I played these sports through my middle school and some of my high school years. Then, I went quite a few years not playing any sports at all until I got involved with coed, adult, slow-pitch softball at about age 22. I played slow-pitch off and on for many years after that (close to 20) and was on many coed championship teams. Researchers in the sociology of sport are interested in understanding changes in sports participation like the ones I've just described. In Coakley and De Oca's chapter 3 they state that, "Changes in participation are often the result of decisions associated with other life events, social relationships, and cultural expectations related to development" (61). After two major life events (getting married and having children), I was more likely to be a coach than a player. I coached (or assisted) my children's indoor soccer, softball, and basketball teams at different points in time. This aligns with the idea that decisions to stop sport participation are not always the result of negative experiences, poor or abusive coaching, injuries, or declining abilities. My decision to devote my time to coaching and not playing was most definitely a positive one and not due to any negative experience with sports.

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

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

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

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

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

- Failure to make corrections results in a penalty of -80 Points / -20%.

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- Anyone who did not turn in the 1st iteration of the paper also gets this penalty -80 Points / -20%.

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

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

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

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

Final Exam (500 Points / 20% of Grade)

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

Details

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