Issues in Sport

1. **Course Prefix and Number**: SPM 3012

2. **Course Title**: Issues in Sport

3. **Instructor for SPM 3012**: Robert Mertzman, PED 215, robertm@usf.edu

   Be sure to include your section number in all emails.

   Office hours are by appointment. Contact your instructor via email.

   This syllabus applies to all sections of SPM 3012

   **SPM3012.796F14: Issues in Sport**
   **SPM3012.797F14: Issues in Sport**
   **SPM3012.521F14: Issues in Sport**

4. **First Day activity** (can be done anytime during first week): Just go to the USF Canvas web site for your section and look around, read this syllabus and view the orientation. If you wish to drop the course you should email your instructor noting your section number.

5. **Course Description**: This course is a study of organized sport in contemporary society. By understanding many of the issues and controversies based in the structure of sport, students will be able to understand the complex nature of this social institution. Issues such as race, social class, gender, politics, religion, economics, media, physical disabilities, sexual orientation, and ethics as they relate to sports will be studied.

   The course is an Internet with video course focusing on major social and ethical issues relating to sport. There are no class meetings. Students will be required to complete quizzes, write and post short essays to the grade book and post the essays on the discussion boards.
6. Course Goals and Objectives:

Upon completing this course, the student will be able to:

6.1 Identify major sport issues in society by comprehending how sport is organized and how sport provides both positive and negative outcomes for individuals and society.

6.2 Explain the contradictions, paradoxes, and myths that surround the phenomenon of sport.

6.3 Explain how and why sport has changed throughout history.

6.4 Identify how evolving attitudes about sport have influenced our national values, socialization processes, economy, and mass media.

6.5 Explain the historical and culturally related accomplishments and achievements of women, minorities, and disabled in sport.

6.6 View sport from a new angle; one that results in new interpretations and insights into the experience of sport.

6.7 Examine and discuss ways in which the organization of sport might be changed to benefit a larger number of players, coaches, and spectators.

6.8 Critically think about issues in sport and society and apply ethical and sociological concepts in a systematic way to the issues discussed.

7. Content Outline: Each item corresponds to a chapter in the online text listed below:

A. Management Ethics in Sport
B. Sports in Context: How Good Were the Good Old Days?
C. Sportsmanship, Gamesmanship and Character: Do Good Sports Make Good People?
D. Sports and Life: Students, Athletes and Life
E. Ethics and Management of Coaching
F. Business and Sport: How Much is too Much?
G. Justice in Sport Management and Ownership
H. Sports and Children: Training or Child Abuse
I. Sports and Primary and Secondary Education: Student or
J. Sports and Higher Education:
K. Sport Association: Issues in the NCAA's Management of
L. Sports and Society: Violence, Aggression and
M. Race and Sport: Do Blacks Lose by Winning at Sport
N. Sports and Equal Opportunity: Title IX and Gender Equity
O. Homosexuality and Sport: Managing Personal and Societal Values
P. Sport and Celebrity: Role Models or Marketing Vehicles?
Q. International Aspects of Sport: Managing a World of Sport
R. Medicine and Sport: Peak Performance vs. Optimum Health
S. Science and Sports: Performance Enhancing Drugs
T. Sports Betting: Gaming's Effects on Games and Society
U. Ethics and Management of Sports Agents and Athletes
V. Media and Sports: Watchdog or Lapdog The Current State of Sports Journalism
W. Sports and Government: Should Tax Dollars Support Privately Owned Teams?
X. Sports and Society: A Summary Perspective

8. Online Textbook:
You will use two web sites to successfully complete the course: the one at https://usflearn.instructure.com/ where assessments are taken and the course on-line text at http://www.issuesinsport.com where the current course content, tutorials, video, books and links are located. The $75 subscription is the least expensive way to do the course.

8.1 The ORIENTATION VIDEO is available on the first day of class at https://usflearn.instructure.com/ in the module area in your Canvas web site for your SPM 3012 section. All students are required to view the orientation video. The video shows you how to do the course.

9. There are 4 core elements of your grade plus extra credit opportunities. PLEASE READ CAREFULLY.

9.1. There are 13 on-line quizzes (lessons 1 through 13). Lesson 1-12 have 40 questions and a thirty-minute time limit. Lesson 13 has a one-hour comprehensive quiz with 60 questions each. There is a one-point penalty for each minute over the time limit for the assessment. Do not save your quiz as the time continues to run when the quiz is saved. The first twelve quizzes cover the content of both the online classroom and the laboratory sections of a single chapter in the online text. The quiz for lesson 13 covers all 13 chapters of the online text.

9.2. There are 6 required essays. The introductory-essay for lesson one and the exit essay for lesson 13 are required. ALSO, you must do 4 essays selected from lessons 2 through 12. Two essays must be selected from lessons 2 through 7 and 2 essays from lessons 8 through 12. Each lesson has a short writing assignment from which you must select your essays (out of the available lessons) to write (over 225 words each). Each essay should have two references to the content in the lesson for the essay. View the tutorial for part three of each module for instructions. All writing assignments for the class must be saved for review later. You must both post your essays to the appropriate discussion board for the lesson.

NOTE: No essays are graded on Canvas. If you believe you need a particular essay graded then email your instructor with the essay or stop by during office hours.

Essays are evaluated by the following considerations: Are all the aspects of the essay assignment addressed in the essay? Are each aspect of the essay well done? Does the essay show mastery and familiarity of the information in the lesson?

At the end of class, the graders will review your "Self-Evaluation of your essays". This assignment is to see if you have the skill of evaluating your own work. If the graders agree with your own evaluation then the points recorded in the “Essay Self-Evaluation" will remain the same. If the graders believe you evaluated your essays in error then there will be a correction in the points recorded there.
Rubric for Essays

Each element, basic question and sub-questions, of the assignment must be addressed. Minimum essay word count is 225 words though the essay may have many more words.

Each essay must include: At least two references to the online text lesson content must be used. Any standard method of reference may be used.

If all elements of the assignment are addressed well and both references are included then all points are earned.

Grading each essay in the Self-Assessment of each essay:

(1) If all elements are not addressed then reduce grade by one letter grade. If both references are not included in the essay, then reduce by one letter grade.

(2) If elements are not addressed in the essay and if no references are included in the essay, then the essay should receive a C in the self-evaluation.

(3) If the essays are complete, well done in each element and the references are included, the essay should receive an A in the self-evaluation.

9.3 There are 4 required peer reviews of essays in discussion boards 2 through 12. Each peer review essay must be at least 100 words. The peer reviews are based on the requirements for each essay and the quality of the essay. Your peer review essay should suggest ways of improving the original post. When possible, you should identify a deficient post, reply to it, and suggest suitable repairs for posts in discussion boards 2 through 12. An essay may be considered deficient if it does not adequately address each of the assigned topics in the post by any one of the following: (1) not addressing a topic required in the assignment (2) posting information that is in error (3) failing to provide adequate support for claims that are important to the argument in the essay.

9.4. Portfolio: The last thing you do in the class is that you evaluate all your essays and peer review posts. You do this by assembling the following portfolio. You post all of your essays in one large post to the quiz designated for this Portfolio, where you have all of your essays and all of your peer review posts. The essays should be the final version of your essays, in the event you rewrote your original essay to meet the requirements of the lesson. Also in this last post, you evaluate your essays and peer reviews and give what you believe to be the grade you deserve for your essays. The last paragraph of this post should contain the total points out of 300 you believe you earned based on the quality of your essays and peer review essays. BE SURE TO PUT this total points earned for the essays number in the title of the essay.

Essays are worth 40 points each. A=40, B=35, C=30 D=25 F=0

Peer reviews are worth 15 points each. A= 15, B= 12, C= 10 F=0

Grading each essay in the Self-Assessment of each essay:

(1) If all elements are not addressed then reduce grade by one letter grade. If required references
are not included in the essay, then reduce by one letter grade.

(2) If elements are not addressed in the essay and if no references are included in the essay, then the essay should receive a C in the self-evaluation.

(3) If the essays are complete, well done in each element and the references are included, the essay should receive an A in the self-evaluation.

Grading peer reviews:

(1) If the review accurately discusses each of the 3 essay requirements above, then an A

(2) If the review fails to cover one element then a one letter grade reduction for each item not covered.

9.5. Extra Credit:
You can earn as many as 50 extra credit points through completing an extra credit project based on an activity relating to issues in sport providing the activity and project was pre-approved by your instructor. You may earn extra credit by performing service or being active in sport related activities and writing an essay or producing a document based on your activities and how it exemplifies or addresses an issue in sport. If you wish to earn extra credit through this method you must email your instructor by the due date listed below and have an agreement with your instructor no later than two weeks later. Extra credit is due on or before the date listed below.

Use the following instructions to create your proposal for extra credit:
Answer the following three questions using the explanations below to assist you. This proposal should be emailed to your instructor before the Extra Credit proposal due date listed in the due dates for the course.
1. What do you propose to do for your project?
2. What do you propose to provide to the instructor to document your project for evaluation?
3. Why do you think this project, if well done, should earn 50 points of extra credit?

Help for answering the above questions:
1. Be sure to do lessons one and two before sending in your proposal so you are familiar with a variety of issues in sport.
2. Your proposal must show how your activity/project/research relates to an issue or various issues in sport and/or society. You must specify the specific activities that are part of your proposal and you must specify the product that you will present to your instructor for evaluation to determine how many extra credit points you will earn. Here are general examples of Extra Credit projects that may earn 50 points (Note the project may earn fewer points than 50 based on the final evaluation of the project).
3. Your project proposal should be a specific version of something like the following or you may inquire of your instructor if you have a great idea not mentioned here:
4. A Personal Project: A personal weight loss or conditioning project (or other approved goal project where sports related practices are applied, such as training, coaching etc.) may be related to social and ethical issues surrounding personal health, rights of individuals vs. public costs of health issues related to weight. Strength and balance projects may relate to personal health and
safety issues. This would require a journal of the activities and an essay explaining the issue in
sport and society addressed with associated conclusions.

5. An Exploration Project may relate to ongoing personal experience in sport management, coaching,
participation and how values, consequences and rights and responsibilities are or are not properly
addressed and how these conflicts may be reduced. This would require a journal or case
presentation (as appropriate to the topic and experience) and an essay exploring the issues in
sport in the project.

6. A significant essay addressing an issue in sport by applying SAGE (as set out in lessons one
through 5 and also in the appendix areas of the text). The essay is expected to have appropriate
references and be no less than 8 pages (225 words/page) and explore a specific incidence or issue
in sport, such as concussions in high school football, compensation of college athletes, or any
other topic approved by your instructor.

7. You should specify why your completed project is worth 50 points. Your justification can be
based on some or all of time, effort, and quality of experience and/or analysis expended to
complete the project.

9.6 Deadlines and important dates:

- **September 3:** The last date to view the orientation video.
- **September 22:** Last day to submit the first two quizzes (quiz for lesson one and quiz for lesson
two) and the essay for lesson 1 without penalty.
- **October 3 at midnight or before:** The last date to email your proposal for extra-credit to your
professor. Use the format set out above for your proposal. Send it to Robertm@usf.edu Submit
earlier if possible so you can get started right away.
- **October 17 at midnight or before:** Quizzes for lessons 3 through 7 and any two essays from
lessons 2 through 7, and two peer reviews within lessons 2 through 7 are due
- **November 26 at midnight or before:** Quizzes for lessons 8 through 12 and any two essays from
lessons 8 through 12, and two peer reviews for lessons 8 through 12 are due.
- **November 26 at midnight or before:** Extra credit due. E-mail your project to your professor
directly. Send to Robertm@usf.edu
- **December 5 at midnight or before:** Comprehensive quiz and essay for lesson 13 PLUS your
essays and peer reviews and the self-evaluation of your essays and peer reviews uploaded to the
discussion board for the portfolio is due.

All quizzes, essays, and peer reviews may be done at any time before their deadline. Please
complete your work early to prevent last minute technical and personal issues.

10. Evaluation of Student Outcomes:
Students will be evaluated using on-line quizzes, on-line exam, on-line essays and peer reviews,
and an on-line personal-assessment of your essays to determine the student grade. Graders will
review your self-assessment of your essays as well as your essays to determine the accuracy of
the self-assessment and will make changes accordingly. Your ability to grade yourself accurately
is an important part of the assignment.

10.1. Grading Criteria:
Activities and associated Point values
- Quizzes in lessons 1-13 are worth 540 grading points.
- The essays, posts and the essay self-assessment are worth 300 grading points

TOTAL: 840 grading points

Grades are determined by percentages listed below.

10.2 **Your grade is determined by the following percentages:**

- A is awarded to students earning >94%.
- A- is awarded to students earning >90%.
- B+ is awarded to students earning >87%.
- B is awarded to students earning >84%.
- B- is awarded to students earning >80%.
- C+ is awarded to students earning >77%.
- C is awarded to students earning >74%.
- C- is awarded to students earning >70%.
- D is awarded to students earning >64%.
- F is awarded to students earning < or equal to 64%.

10.5 **EXTREMELY IMPORTANT WARNING:** Students are encouraged to pace themselves through the course and are encouraged not to let work accumulate toward a deadline in the class.

10.6 **TECHNOLOGY WARNING:** Sometimes technology does not work. It is your responsibility to check and see if your grades for your lesson assessments are recorded in the Tools section. If it is not then you will need to do the assessment again. Do the assignments well before a deadline so technology failures do not harm your grade.

10.7 **Incomplete Grades:** A grade of incomplete will only be granted under exceptional circumstances, and only to a student with a passing grade up to that point. This requires a contract between instructor and student.

11a. **Students with Disability Accommodations Statement:**

Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.

11b. **USF Policy on Religious Observances:**

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

You are encouraged to contact your instructor to discuss any questions regarding the syllabus.
The online orientation video in the course document area of the SPM 3012 web site is an important part of this syllabus.