# **SOCI 2050 Sociology of Sport**

# **Fall 2022 -- Tues/Thurs 12:30 to 1:50 p.m. – Gate 132**

Professor: Dr. Karen Monique Gregg

Office Location: Sycamore 288V

Phone Number: 940-565-2296

Office Hours: From 12:00 to 12:30 somewhere in Gateway TBA and immediately after class. The best way to schedule a meeting with Dr. Gregg is to send her a message using the Inbox in Canvas to make a Zoom meeting date at a mutually agreeable time.

Instructor Email: [Karen.Gregg@UNT.edu](mailto:Karen.Gregg@UNT.edu)

Communication: Communicate with Dr. Gregg using the Inbox in Canvas. If you email Dr. Gregg using the UNT email address, she will kindly request that you communicate in Canvas and will respond to you there. Please allow 24-hours for a response in Canvas. Note that Dr. Gregg does not respond to emails on weekends.

## **Welcome to UNT!**

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

## **Important Dates and Times for the Semester**

Courses Start Monday, August 29th

First Class Meeting Tuesday, August 30th

Labor Day Monday, September 5th classes do not meet

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

Minute Papers Due in class on Tuesdays.

Worksheets Due in class on Thursdays.

Exams There is no Midterm in this course.

The Final Exam consists of revising the My Life with Sports paper, Part 1 and adding in different parts of the Coakley text that dovetail with your life. Part 2 of this paper falls due on Thursday, December 15th before midnight.

Thanksgiving Wednesday, November 23rd to Friday, November 25th classes do not meet

Last Day of Class Thursday, December 8th

Pre Finals Days Wednesday, December 7th – Thursday, December 8th

Reading Day Friday, December 9th

Semester Ends Friday, December 16th

## **Course Description**

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

## **Course Structure**

This course meets in person on Tuesdays and Thursdays from 12:30 to 1:50 p.m. On Tuesdays, Dr. Gregg lectures and students must be present to complete 1-Minute papers that count as attendance. On Wednesdays, students should bring their books to class to work in groups on worksheets. Students must be present on Wednesdays to do this. Worksheets are due at the end of class and group work cannot be made up. Outside of class, students are expected to read the text, take online quizzes, and over the course of the semester write a two-part paper called “My Life with Sports”.

## **Course Prerequisites or Other Restrictions**

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

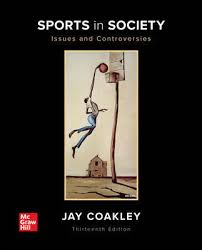
* Cite sources in your writing, giving credit to where you obtain information.
* Network with others and utilize tact when offered differing perspectives in the course discussions.
* Make the commitment to spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.

## **Course Objectives**

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

* Recall and identify concepts, terms, studies, and theories related to the sociological study of sports in society. (REMEMBER) Quizzes
* Construct written answers to questions pertaining to each of the substantive areas studied in the course with their peers. (APPLY) Worksheets
* Appraise and discuss the content of sports-related documentary clips and films with their peers in class. (ANALYZE) In-class Discussions.
* Conduct an evaluation of their own life with sports by completing a brief sociological sports biography. (EVALUATE) MLWS, Pt 1
* Apply sociological concepts, ideas, theories, and studies related to the course to their evaluation of their own life with sports. (APPLY) MLWS, Pt 2

## **Required Course Materials**



The only required material in the course is Jay Coakley’s, *Sports in Society: Issues and Controversies*, 13th Edition (2021). You can acquire the book in several ways, depending on your personal preference. Regardless of which modality you choose, you should obtain your book through the UNT bookstore on campus. ISBN 978-1-260-24066-5 (bound edition) or ISBN 978-1-260-83455-0 (loose-leaf edition)

## **Teaching Philosophy**

My personal approach to teaching this course involves creating an atmosphere of in-person and online learning where students can develop a critical understanding of sports in society. To do this, students must attend class on a regular basis (or stay engaged online) and cooperate by embracing the material in the assigned text so that they can interact with one another in fruitful discussions about the changing shape sports in society in our country.

## **Computer Skills & Digital Literacy**

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

* Experience using Canvas
* Experience using email
* Able to download and install software

## **Rules of Engagement**

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

* Treat your instructor and classmates with respect in email or any other communication.
* Always use your professors’ proper title: Dr. or Prof.
* Unless specifically invited, don’t refer to your instructor by first name.
* Use clear and concise language. Proof your work before submitting. This includes any communication you have with your instructor.
* Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
* Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
* Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 12-point font for any writing assignments.
* Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
* Limit and possibly avoid the use of emoticons like :) or ☺.
* Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
* Be careful with personal information (both yours and other’s).
* Do not send confidential information via e-mail

## **Late Work and Missing Work**

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

* In the event of a legitimate emergency, students should contact Dr. Gregg to arrange to see her in office hours or for an online meeting (via Zoom) to discuss.
* If your emergency is serious, Dr. Gregg will recommend that you contact the Dean of Students to receive a blanket excuse for all your courses. To contact the Dean of Students office, students can call 940-565-2648 or email them at [deanofstudents@unt.edu](mailto:deanofstudents@unt.edu).
* Leniency will usually be granted when students contact the professor **prior to** missing an assignment. Dr. Gregg routinely grants extensions when students contact her before missing an assignment.
* Note that each student is allowed **only one documented emergency** per semester.
* Assignments for this course have been created with the intention of requiring you to attend class to earn points. If you miss class, you miss the opportunity for those points.

## **More Specifics About Missing Work**

### **Quizzes**

All students are required to take the Syllabus Quiz in Week One of the course. The Syllabus Quiz is intended to set you up to be successful in the course. Do not miss the Syllabus Quiz.

There are 16 chapters in Coakley’s text. We will only use 12 of them for this course. So, in total, there are 12 chapter quizzes over the chapters assigned to read in Coakley’s text. Quizzes are due online in Canvas on Saturdays before midnight or 11:59 p.m. It is the student’s responsibility to find a working computer with reliable Internet access to complete the quizzes. Students are required to take 10 of the 12 quizzes. Students have 7 days each week to find 30 minutes to take the quiz. Quizzes open on Sunday at 12:00 a.m. and close on Saturday at 11:59 p.m. Dr. Gregg advises against waiting to take the quizzes on Saturdays.

### **Minute Papers**

On Tuesdays at the end of class, students will write short 1-Minute papers. Everyone is permitted to miss 4 of the 14 of the Minute Papers in this course. Another way to think about this is that your 4 lowest Minute Papers scores will be dropped at the end of the semester. Note that students must be physically present in class to participate in the Minute Paper process. If at some point you miss a class or two when Minute Papers happen, your grade will still be intact because everyone is permitted to miss a few with no penalty. If you miss any more than 4 Minute Papers, you will earn zeros (0). Think of Minute Papers as counting as attendance.

### **Worksheets**

On most Thursdays, students will work complete Worksheets in small groups. There are only 11 times we’ll do this. Students should strive to complete all 10 of the 11 Worksheets. Since Worksheets are “group work”, Worksheets cannot be made up. Students turn them in at the end of class for a group grade. Some weeks do not have Worksheets assigned.

### **Film Discussions**

In Class we will watch 4 films lasting from about 5 minutes to sometimes 1 hour. We will openly discuss the films in class afterward. Students should attend class and participate in these discussions.

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

Over the course of the semester students will write a two-part paper. In Part 1 of the paper, students conduct an sociological evaluation of their own life with sports.

### **Exams**

There is no Midterm in this course. There isn’t a Final Exam either. Instead of a Final Exam, students are asked to revise Part 1 of their My Life with Sports paper and then add in different parts of the Coakley text that dovetail with their life. This culminates into Part 2 of the My Life with Sports paper and is due during Final Exams week.

## **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)

## **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 Policies / Course Expectations**

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

### What you can expect from your professor:

1. Respect and active listening.
2. Consistent grading with return time within one-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 do your very best to show up on time and prepared for class discussions about the material assigned. I understand that students are sometimes late for class, but if you are consistently late, I will request a meeting with you to understand why and to help you develop strategies.
5. To complete all assignments as they are scheduled in the Tentative Course Schedule in the syllabus.
6. 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.
7. To read the grading comments that the professor (or the TA) provides on all your assignments. She/They will incorporate tips for how to do better on future assignments. If you need extra help with your writing, please use the Writing Center on campus (Sage Hall).
8. To put assignments in the correct spot in Canvas. If you put things in the wrong spot, you will receive a zero (0) and your work will not be graded. You will have one week from the day the assignment was due to rectify the situation. Otherwise, the zero (0) will stick.
9. To follow all directions in the syllabus for all assignments. If you do not follow all the directions, you will automatically receive a zero (0) on that assignment.
10. To only use the correct edition of the book for this course. For the sake of this course, students are required to use Jay Coakley’s 13th Ed. of *Sports in Society*. If it appears that you are using something other than what everyone else is using in your assignments, or if you misquote something from the book, you will earn a zero (0). This is especially important when completing the Worksheets.
11. To appropriately cite your work.
    * If the professor (or TA) happens look up something you quote from the book and it is not on the page cited, you will automatically fail the assignment and receive a zero (0) with no chance to redo the assignment.
12. To be responsible for your work and prepare for and handle situations of computer and Internet difficulties. If your Internet is out, go somewhere where it is working so that you do not miss quizzes, exams, or other assignments. If 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.
13. 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.

## **Description of Assignments and Point Values**

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| Description of Assignments | Points |
| **Syllabus Quiz**   * After reading the Syllabus and attending Week One of the course, students are REQUIRED to take a quiz over the Syllabus in Week One of the course. * The Syllabus Quiz is worth 100 points. | 100 Points |
| **My Life with Sports Paper, Part 1**   * This is a 2-3 page paper about your life with sports. * Use MLA formatting and there should be no outside sources in this paper. * This paper is used again for the My Life with Sports Paper, Part 2. * My Life with Sports Paper, Part 1 is worth 100 points. * More information about this paper is at the end of this Syllabus and in Canvas. | 100 Points |
| **12 Weekly Quizzes**   * This course uses 12 out of 16 chapters from Coakley’s book. * We skip Chs 6, 9, 11, and 15. * We spend 2 weeks on Ch 7 and 2 weeks on Ch 10. * Chapter quizzes are due at the end of most weeks. * Students are only required to take 10 of the 12 assigned quizzes.   + If you take all 12, the lowest 2 scores will be dropped.   + If you miss 2 quizzes, this won’t hurt your grade. * Each quiz is worth up to 100 points. * 10 chapters X 100 points each = 1000 Points. * More information about the quizzes is at the end of the Syllabus and in Canvas. | 1000 Points |
| **Minute Papers**   * On Tuesdays after lectures, students will write by hand a one-minute reaction to a question Dr. Gregg announces at the end of lecture. * Minute papers will count for a grade and for attendance. * There are 14 opportunities to complete Minute papers. Only 10 will count toward your attendance grade. This means you can miss 4 of the minute papers with no penalty. * Minute papers are worth 10 points each X 10 = 100 | 100 Points |
| **Chapter Worksheets**   * On most Wednesdays, students should bring their text book to class to work in groups on worksheets. * Worksheets will be written by hand and will be turned in at the end of class. * Students will be awarded a group grade. * There are 11 opportunities to participate in this group work. Only 10 will count toward your grade on the Worksheets. This means you can miss 1 Worksheet with no penalty. * Worksheets are worth 50 points each X 10 = 500 | 500 Points |
| **My Life with Sports Paper, Part 2**   * This is a 5-6 page paper where students add different ideas, theories, concepts, and studies discussed in Coakley to their original My Life With Sports Paper, Part 1. * Students are required to edit the first version of this paper based on the grading comments that Dr. Gregg (or the TA) made on your original paper. Failure to do so results in a substantial reduction in their grade on Part 2. * Students should use MLA formatting. * This paper is worth 300 points of your final grade and should be considered the final exam in the course. * More information about this paper is at the end of this Syllabus and in Canvas. | 300 Points |
|  | 2100 Points |

## **Dr. Gregg’s Grading Scale**

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

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| **Percent** | **Letter Grade** |
| 90-100% of 2100 Points | A |
| 80-89% of 2100 Points | B |
| 70-79% of 2100 Points | C |
| 60-69% of 2100 Points | D |
| 59% or less of 2100 Points | F |

# **Tentative Course Schedule (F2F)**

# **Skipping Chs. 6, 9, 11, 15**

## **Week 1 (8/28-9/3) Getting Started and Getting to Know You**

### **Learning Objectives**

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

* Demonstrate their understanding of the expectations of the course by passing a Syllabus quiz.

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| **Check** | **To Be Completed** | **Details** |
| To Do | Before coming to class on Tuesday:   * Buy the text. * Print and read the Syllabus * Watch Dr. Gregg’s video introducing you to the course. | To do before the semester starts. |
| Tu | Dr. Gregg Lectures/Leads Discussion  Watch Jay Coakley discuss “What is Sport Sociology?” 6” <https://www.youtube.com/watch?v=3C2cZibusmo>   * Introductions * Syllabus, Materials, Canvas * Questions | Attend Class/Participate |
| Th | Dr. Gregg explains the My Life with Sports paper and MLA formatting. | Attend Class/Participate |
| To Do | Take the Syllabus Quiz. | Due before midnight on 9/3 |

## **Week 2 (9/4-9/10)**

## **Ch1 The Sociology of Sports: What is it and why study it?**

### **Learning Objectives**

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

* Recall and identify concepts, terms, and studies related to the Sociology of Sports and be able to identify who studies sports.
* Construct written answers to questions pertaining to the sociology of sports and how sociologists study sports.
* Appraise the video of Jay Coakley discussing "The Great Sport Myth," and discuss it with their peers in class.

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| **Check** | **To Be Completed** | **Details** |
| 9/5 | Labor Day | No Class |
| To Do | Before coming to class on Tuesday:   * Read Ch1 | Coakley text |
| Tu | Dr. Gregg Lectures/Leads Discussion   * Watch Jay Coakley discuss “The Great Sport Myth” 7” film [https://www.youtube.com/watch?v=1oAh5Z9Umr4](https://www.youtube.com/watch?v=1oAh5Z9UMr4) * Class Discussion. * Minute Paper Due at the end of class. (1) | Attend Class/Participate |
| Th | Worksheet Day:   * Last 15” Dr. Gregg leads discussion and goes over the worksheet. * Worksheet is due at the end of class. (1) | Attend Class/Participate  Bring book to class. |
| To Do | Take Ch1 Quiz | Quiz is due before midnight on Saturday 9/10. |

## **Week 3 (9/11-9/17)**

## **Ch2 Producing Knowledge: How is Knowledge Produced in the Sociology of Sport?**

### **Learning Objectives**

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

* Recall and identify concepts, terms, and theories related to how knowledge is produced in the sociology of sports.
* Construct written answers to questions pertaining to how sociologists produce knowledge related to sports.
* Begin preparing a sociological evaluation of their own life with sports.

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| **Check** | **To Be Completed** | **Details** |
| To Do | Before coming to class on Tuesday:   * Read Ch2 | Coakley text |
| Tu | Dr. Gregg Lectures/Leads Discussion   * Minute Paper Due at the end of class. (2) | Attend Class/Participate |
| Th | Worksheet Day:   * Last 15” Dr. Gregg leads discussion and goes over the worksheet. * Worksheet is due at the end of class. (2) | Attend Class/Participate  Bring book to class. |
| To Do | Take Ch2 Quiz | Quiz is due before midnight on Saturday 9/17. |
| Write | **Prepare for My Life with Sports Paper, Part 1**   * Read directions * Prepare an outline * Look over Dr. Gregg’s MLA handout * Email Dr. Gregg with questions or wait to ask before or after class | Instructions for this paper are at the end of the Syllabus. |

## **Week 4 (9/18-9/24)**

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

### **Learning Objectives**

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

* Recall and identify concepts, terms, and theories related to socialization and who plays and what happens to them.
* Construct written answers to questions pertaining to sports and socialization.
* Continue preparing a sociological evaluation of their own life with sports.

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| **Check** | **To Be Completed** | **Details** |
| To Do | Before coming to class on Tuesday:   * Read Ch3 | Coakley text |
| Tu | Dr. Gregg Lectures/Leads Discussion   * Minute Paper Due at the end of class. (3) | Attend Class/Participate |
| Th | Worksheet Day:   * Last 15” Dr. Gregg leads discussion and goes over the worksheet. * Worksheet is due at the end of class. (3) | Attend Class/Participate  Bring book to class. |
| To Do | Take Ch3 Quiz | Quiz is due before midnight on Saturday 9/24. |
| Write | **Prepare for My Life with Sports Paper, Part 1**   * Prepare first draft of paper * Edit and revise * Email Dr. Gregg with questions or wait to ask before or after class | Instructions for this paper are at the end of the Syllabus. |

## **Week 5 (9/25-10/1) Ch4 Organized Youth Sports: Whose Interest Do They Serve?**

### **Learning Objectives**

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

* Recall and identify concepts, terms, and theories related to organized youth sports.
* Construct written answers to questions pertaining to organized youth sports.
* Continue preparing a sociological evaluation of their own life with sports.

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| **Check** | **To Be Completed** | **Details** |
| To Do | Before coming to class on Tuesday:   * Read Ch4 | Coakley text |
| Tu | Dr. Gregg Lectures/Leads Discussion   * Minute Paper Due at the end of class. (4) | Attend Class/Participate |
| Th | Worksheet Day:   * Last 15” Dr. Gregg leads discussion and goes over the worksheet. * Worksheet is due at the end of class. (4) | Attend Class/Participate  Bring book to class. |
| To Do | Take Ch4 Quiz | Quiz is due before midnight on Saturday 10/1. |
| Write | **Prepare for My Life with Sports Paper, Part 1**   * Continue working on paper * Edit and revise * Email Dr. Gregg with questions or wait to ask before or after class | Instructions for this paper are at the end of the Syllabus. |

## **Week 6 (10/2-10/8) Ch5 Deviance in Sports: Is It Out of Control?**

### **Learning Objectives**

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

* Recall and identify concepts, terms, and theories related to deviance in sports.
* Construct written answers to questions pertaining to deviance in sports.
* Conclude the preparation of a sociological evaluation of their own life with sports.

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| **Check** | **To Be Completed** | **Details** |
| To Do | Before coming to class on Tuesday:   * Read Ch5 | Coakley text |
| Tu | Dr. Gregg Lectures/Leads Discussion   * Minute Paper Due at the end of class. (5) | Attend Class/Participate |
| Th | Worksheet Day:   * Last 15” Dr. Gregg leads discussion and goes over the worksheet. * Worksheet is due at the end of class. (5) | Attend Class/Participate  Bring book to class. |
| To Do | Take Ch5 Quiz | Quiz is due before midnight on Saturday 10/8. |
| Write  **DUE!** | **My Life with Sports Paper, Part 1**   * Finalize paper * Be sure to use MLA formatting * Submit to Canvas before deadline * Your paper should be 2-3 pages in length. | Instructions for this paper are at the end of the Syllabus.  **DUE!**  Part 1 of paper is due before midnight on Saturday, 10/8 |

SKIP Ch6

## **Week 7 (10/9-10/15) and Week 8 (10/16-10/22)**

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

### **Learning Objectives**

By the end of these weeks, students should be able to:

* Recall and identify concepts, terms, and theories related to gender and sports.
* Appraise the video about Lusia (Lucy) Harris - "The Queen of Basketball” and discuss it with their peers in class.
* Construct written answers to questions pertaining to gender equity in sports.

Week 7 Gender, Part 1

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| **Check** | **To Be Completed** | **Details** |
| To Do | Before coming to class in Week 7, try to read the first half of Ch7. | Coakley text |
| Tu | Dr. Gregg Lectures/Leads Discussion   * Minute Paper Due at the end of class. (6) | Attend Class/Participate |
| Th | * Watch Watch Jay Coakley discuss “The Great Sport Myth” 7” film [https://www.youtube.com/watch?v=1oAh5Z9Umr4](https://www.youtube.com/watch?v=1oAh5Z9UMr4) * Class Discussion. | Attend Class/Participate |

NOTE: UNT Midsemester is Friday 10/21

Week 8 Gender, Part 2

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| **Check** | **To Be Completed** | **Details** |
| To Do | Before coming to class in Week 8, try to read the second half of Ch7. | Coakley text |
| Tu | Dr. Gregg Lectures/Leads Discussion  Minute Paper Due at the end of class. (7) | Attend Class/Participate |
| Th | Worksheet Day:   * Last 15” Dr. Gregg leads discussion and goes over the worksheet. * Worksheet is due at the end of class. (6) | Attend Class/Participate  Bring book to class. |
| To Do | Take Ch7 Quiz | Quiz is due before midnight on Saturday 10/22. |

## **Week 9 (10/23-10/29) Ch8 Race and Ethnicity: Are They Important in Sports?**

### **Learning Objectives**

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

* Recall and identify concepts, terms, and theories related to race and sports.
* Construct written answers to questions pertaining to race and ethnicity in sports.

|  |  |  |
| --- | --- | --- |
| **Check** | **To Be Completed** | **Details** |
| To Do | Before coming to class on Tuesday:   * Read Ch8 | Coakley text |
| Tu | Dr. Gregg Lectures/Leads Discussion   * Minute Paper Due at the end of class. (8) | Attend Class/Participate |
| Th | Worksheet Day:   * Last 15” Dr. Gregg leads discussion and goes over the worksheet. * Worksheet is due at the end of class. (7) | Attend Class/Participate  Bring book to class. |
| To Do | Take Ch8 Quiz | Quiz is due before midnight on Saturday 10/29. |

SKIP Ch9

## **Week 10 (10/30-11/5) and Week 11 (11/6-11/12)**

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

By the end of these weeks, students should be able to:

* Recall and identify concepts, terms, and theories related to age and ability in sports.
* Appraise the TedTalk video about Amy Purdy "Living Beyond Limits” and discuss it with their peers in class.
* Construct written answers to questions pertaining to age and ability in sports.

Week 10, Age and Ability, Part 1

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| --- | --- | --- |
| **Check** | **To Be Completed** | **Details** |
|  | Before coming to class in Week 10, try to read the first half of Ch10. | Coakley text |
| Tu | Dr. Gregg Lectures/Leads Discussion  Minute Paper Due at the end of class. (9) | Attend Class/Participate |
| Th | * Watch TedTalk “Living Beyond Limits” Amy Purdy 10” <https://www.youtube.com/watch?v=N2QZM7azGoA&t=37s> * Class Discussion. | Attend Class/Participate |

Week11, Age and Ability, Part 2

|  |  |  |
| --- | --- | --- |
| **Check** | **To Be Completed** | **Details** |
|  | Before coming to class in Week 11, try to read the second half of Ch10. | Coakley text |
| Tu | Dr. Gregg Lectures/Leads Discussion  Minute Paper Due at the end of class. (10) | Attend Class/Participate |
| Th | Worksheet Day:   * Last 15” Dr. Gregg leads discussion and goes over the worksheet. * Worksheet is due at the end of class. (8) | Attend Class/Participate  Bring book to class. |
| To Do | Take Ch10 Quiz | Quiz is due before midnight on Saturday 11/12. |

SKIP Ch11

## **Week 12 (11/13-11/19)**

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

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

* Recall and identify concepts, terms, and theories related to sports and the media.
* Construct written answers to questions pertaining to sports and the media.
* Begin revising their sociological evaluation of their own life with sports.

|  |  |  |
| --- | --- | --- |
| **Check** | **To Be Completed** | **Details** |
| To Do | Before coming to class on Tuesday:   * Read Ch12 | Coakley text |
| Tu | Dr. Gregg Lectures/Leads Discussion   * Minute Paper Due at the end of class. (11) | Attend Class/Participate |
| Th | Worksheet Day:   * Last 15” Dr. Gregg leads discussion and goes over the worksheet. * Worksheet is due at the end of class. (9) | Attend Class/Participate  Bring book to class. |
| To Do | Take Ch12 Quiz | Quiz is due before midnight on Saturday 11/19. |
| Write | **Begin Revising My Life with Sports Paper, Part 1**   * Look at the editing comments in the grading for Part 1 of this paper. * Edit and revise based on the grading comments. * Be sure to make any revisions to MLA formatting that have been noted on your paper. * Make appointment to see Dr. Gregg in office hours if you need help with your paper. | Papers have been graded in Canvas. Students should be able to see the editing comments and grading comments in their Part 1 papers. |

## **Week 13 (11/20-11/26) Thanksgiving Week**

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

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

* Recall and identify concepts, terms, and theories related to sports and politics.
* Begin applying sociological concepts, ideas, theories, and studies related to the course to their evaluation of their own life with sports.

|  |  |  |
| --- | --- | --- |
| **Check** | **To Be Completed** | **Details** |
| To Do | Before coming to class on Tuesday:   * Read Ch13 | Coakley text |
| Tu | Dr. Gregg Lectures/Leads Discussion   * Minute Paper Due at the end of class. (12) | Attend Class/Participate |
| NOTE | There is no worksheet for Ch13. | No Worksheet this week. |
| To Do | Take Ch13 Quiz | Quiz is due before midnight on Saturday 11/26. |
| 11/23-11/25 | Thanksgiving Holiday | No Class |
| Write | **My Life with Sports Paper, Part 2**   * Begin adding terms, concepts, theories, ideas, and studies from Coakley’s text to your paper that relate to your own life with sports. * Be sure to use MLA formatting and to cite appropriately. * Make appointment to see Dr. Gregg in office hours if you need help with your paper. | Work on Part 2 of your paper. |

## **Week 14 (11/27-12/3)**

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

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

* Recall and identify concepts, terms, and theories related to high school and college sports.
* Construct written answers to questions pertaining to high school and college sports.
* Appraise Monica McDermott's lecture, "Sports, Shootings, and Scholarships: Myths of African American Mobility” and discuss it with their peers in class.
* Continue applying sociological concepts, ideas, theories, and studies related to the course to their evaluation of their own life with sports.

|  |  |  |
| --- | --- | --- |
| **Check** | **To Be Completed** | **Details** |
| To Do | Before coming to class on Tuesday:   * Read Ch14 | Coakley text |
| Tu | * Watch Monica McDermott’s lecture, “Sports, Shootings, and Scholarships: Myths of African American Mobility” (Start at 8:18) <https://www.youtube.com/watch?v=lsrj07ChbFo&t=515s> * Class Discussion. * Minute Paper Due at the end of class. (13) | Attend Class/Participate |
| Th | Worksheet Day:   * Last 15” Dr. Gregg leads discussion and goes over the worksheet. * Worksheet is due at the end of class. (10) | Attend Class/Participate  Bring book to class. |
| To Do | Take Ch14 Quiz | Quiz is due before midnight on Saturday 12/3. |
| Write | **My Life with Sports Paper, Part 2**   * Continue adding terms, concepts, theories, ideas, and studies from Coakley’s text to your paper that relate to your own life with sports. * Be sure to use MLA formatting and to cite appropriately. * Your paper should be 5-6 pages in length. * Make appointment to see Dr. Gregg in office hours if you need help with your paper. | Work on Part 2 of your paper. |

SKIP Ch15

## **Week 15 (12/4-12/10) Ch16 Sports in the Future: What Do We Want Them to Be?**

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

* Recall and identify concepts, terms, and theories related to sports in the future.
* Construct written answers to questions pertaining to sports in the future.
* Continue applying sociological concepts, ideas, theories, and studies related to the course to their evaluation of their own life with sports.

|  |  |  |
| --- | --- | --- |
| **Check** | **To Be Completed** | **Details** |
| To Do | Before coming to class on Tuesday:   * Read Ch16 | Coakley text |
| Tu | Dr. Gregg Lectures/Leads Discussion   * Minute Paper Due at the end of class. (14) | Attend Class/Participate |
| Th | Worksheet Day:   * Last 15” Dr. Gregg leads discussion and goes over the worksheet. * Worksheet is due at the end of class. (11) | Attend Class/Participate  Bring book to class. |
| To Do | Take Ch16 Quiz | Quiz is due before midnight on Saturday 12/10. |
| 12/7-12/8 | Pre-Finals Days | No new material assigned |
| 12/9 | Reading Day | No Class |
| Write | **My Life with Sports Paper, Part 2**   * Put the finishing touches on your paper. * Look it over for spelling, grammar, and punctuation mistakes. * Be sure to use MLA formatting and to cite appropriately. * Your paper should be 5-6 pages in length. | Work on Part 2 of your paper. |

FINAL EXAMS WEEK (12/10-12/16)

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

* Apply sociological concepts, ideas, theories, and studies related to the course to their evaluation of their own life with sports. (My Life with Sports Paper, Part 2)

|  |  |  |
| --- | --- | --- |
| **Check** | **To Be Completed** | **Details** |
|  | Turn in My Life with Sports Paper, Part 2. | Due in Canvas before midnight on Thursday, 12/15 before midnight. |
|  | Consider this course closed at midnight on 12/15. |  |
| 12/16 | Last day of the semester. | OVER |

Thank you for taking this course with me.

# **More Details about Assignments**

# (Matches Exactly What is in Canvas)

# There are two kinds of assignments in this course. There are in-class assignments that students will complete for attendance (and participation) points and there are out-of-class assignments that students will complete on their own. The following section provides more details on both types of assignments.

## **Assignments by Type**

|  |  |
| --- | --- |
| **In-Class Assignments** | **Out-Of-Class Assignments** |
| Attendance and Notes from Lecture | Chapter Quizzes |
| 1-Minute Papers (Tuesdays) | My Life with Sports paper, Part 1 |
| Worksheets (Thursdays) | My Life with Sports paper, Part 2 |
| Viewing Films and In-Class Discussions |  |

## **Syllabus Quiz (100 Points)**

After attending class and discussing the syllabus and course expectations with Dr. Gregg, students are asked to take a Syllabus Quiz demonstrating their understanding of the course in Week One of the course. This quiz is worth 100 points. Students are permitted to take this quiz twice. If you do not do well the first time, revisit the information in the Syllabus and try again.

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

As we move through the course, we will be digesting the material in Jay Coakley’s text. Out of the 16 chapters in the book, we will only use 12 of them. Note that we are skipping chapters 6, 9, 11, and 15. But we will spend two weeks on Chs 7 and 10. Most weeks students are asked to take a quiz over the material covered in class lecture(s) and the chapters assigned. Students have one week to take the quiz. Quizzes open on Sundays at 12:00 a.m. and close on Saturdays at 11:59 p.m. (or midnight). Here are a few more details on the quizzes.

* There are 12 chapter quizzes.
* To prepare for the quizzes students should read the chapter assigned, attend class lectures, complete Minute Papers, and complete group Worksheets.
* Each quiz consists of 20 multiple choice or true or false questions with only one best answer.
* Each question is worth 2.5 points for a total of up to 50 points per quiz.
* Students are permitted 30 minutes and only one attempt at each quiz.
* Answers to the quiz questions are not released to the students due to the high degree of cheating on UNT campus. If you have a question about a quiz question, see Dr. Gregg in office hours.
* Students are required to take 10 of th 12 quizzes.
  + If you take all 12, your 2 lowest scores will be dropped.
  + If you miss a quiz (or 2), it will not hurt your grade.
  + Students should not miss more than 2 quizzes in this course.
* If you think you may miss a deadline for a quiz, contact Dr. Gregg in advance of the due date and time. If you do this, she will alter the due date and time for you.
* If you miss a quiz, you have missed the opportunity for these points in the course.

## **Minute Papers (100 Points)**

Minute Papers are completed in class after Dr. Gregg’s lecture on Tuesdays 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, students 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 Tuesdays.

* Each Minute Paper is worth 10 points.
* There are 14 Minute Papers.
* You are permitted to miss 4 with no penalty. So, students are required to complete 10 of the 14 Minute Papers.
* At the end of the semester, your lowest 4 Minute Paper scores will automatically be dropped.

## **Worksheets (500 Points)**

Students should have the assigned reading completed before coming to class on Tuesdays and certainly before Thursdays. This is because Worksheets about the assigned reading are completed in small groups in class on Thursdays. Students are required to bring their textbook to class on Thursdays to help them complete the Worksheet. If you do not have your textbook, you cannot participate effectively in the group work, and you may have to work alone or forfeit your points for that day.

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 use their imagination to come up with an example of what Coakley has discussed in the chapter. Still other times, students express their opinion on a topic and there is no right or wrong answer. There are even times students may need to collect data or do some research on their cell phones to complete the Worksheets.

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 toward your attendance on Thursdays. Each Worksheet is worth 50 points. There are 11 times we will complete Worksheets in class. Students are permitted to miss 1 Worksheet over the course of the semester.

## **Film Discussions (Brownie Points)**

We will view several films in class. Four of them are intended for in-class discussions. Titles and links to the films for discussions are listed below (in case you want to view them again after class). Film discussions are intended for you to talk to your peers, but we’ll also come together as a group to discuss the films. In the in-class discussion, students are asked to do the following:

* Briefly appraise what you saw in the film with your peers. This means describe or explain something that struck you as important or noteworthy about sports or try to tell the others in discussion something you learned about from the film.
* Respond to others who participate in the discussion. Say something to them about what they said to the class. Try to do this at least once.

### **More Information about Films**

|  |  |  |
| --- | --- | --- |
| **Film Title and Length** | **Viewed in Class** | **Discussion in Class** |
| ["The Great Sport Myth" 7"](https://www.youtube.com/watch?v=1oAh5Z9Umr4) | In Week 2 | Tuesday 9/6 |
| ["The Queen of Basketball" -- the Story of Lusia (Lucy) Harris 22"](https://www.youtube.com/watch?v=vPFkcoTfr7g) | In Week 7 | Thursday 10/13 |
| [TedTalk "Living Beyond Limits" Amy Purdy 10"](https://www.youtube.com/watch?v=N2QZM7azGoA&t=37s) | In Week 10 | Tuesday 11/1 |
| [“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) | In Week 14 | Tuesday 11/29 |

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

There are two parts to your My Life with Sports paper in this course. Early in the semester students will work on Part 1 of this paper.

The goal of Part 1 of this paper is to be critically self-reflective as you remember, describe, and evaluate your sports experiences, the contexts in which they occurred, and the impact they had on you and others who were involved.

### **Develop an Outline:**

To begin Part 1 of your paper, create an outline of your involvement (or noninvolvement) in physical play, informal games, and organized sports. The outline should identify who was involved; your personal experiences related to family relationships/dynamics, friends, school, teachers, and coaches; key moments (at least one negative and one positive moment); intense memories; your current situation; and your anticipated future. This outline will help guide you in your writing process of Part 1 of this paper.

### **Begin Writing:**

Once you have a solid outline in hand, begin drafting paragraphs filling in the information based on the following writing prompts. Students should provide details, but also remain cognizant of the page limit for Part 1 of the paper which is 2-3 pages total. If you write 8-10 sentences per paragraph, you should be able to address all the prompts and stay within the expected page limit.

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

* Part 1 (2 paragraphs): Think back to your early experiences of playing physical games and sports and describe them in terms of when they occurred, the context in which they occurred, and what was going on in your life as they occurred. Then answer the question: How were those early experiences related to your age, social class, race or ethnicity, family, and neighborhood or community?
* Part 2 (1 paragraph): When children first play (or do not play) sports through childhood, they do so in connection with ideas about themselves, about their bodies, and about the meaning of their experiences. Consider where these ideas come from in your childhood (ages 4–12)? How did they influence your experience with sport? Have these ideas changed in your life since age 12? How have these ideas influenced your experiences since childhood up to the present time?
* Part 3 (1 paragraph): Opportunities to play sports and the character of sports experiences often are different for boys than they are for girls and for children from different racial or ethnic groups and social class backgrounds. Write about how your characteristics of gender, race/ethnicity, and social class influenced the sports you did or did not play as a child. Have factors related to gender, race/ethnicity, and social class influenced your experiences through your life to the present? Give examples of this influence or explain why these factors were not important in your sports experiences.
* Part 4 (1 paragraph): Many young adults say that without their parents, they never would have had the opportunity to play sports as a child or adolescent. Explain the ways that your parents encouraged/facilitated or discouraged/interfered with your sports participation. Were there differences between the support provided by your mother and the support provided by your father? If there were, list those differences. (If you were raised by grandparents, other relatives, or same-sex parents, consider them in this paragraph as well.)
* Part 5 (1 paragraph): To conclude Part 1 of this paper, think about how your sports experiences or a lack of sports experiences have influenced your life. Write about this.

### **MLA Formatting:**

Students are expected to use MLA formatting for Part 1 and Part 2 of their “My Life with Sports” papers. There is a great deal of help in Canvas showing you how to format your paper correctly. There are films, a handout, example papers from other classes, and links to the Purdue Owl. Please use these resources. If you have questions about MLA formatting, reach out to Dr. Gregg (or the TA) before turning in your paper. Students should not use any outside sources in Part 1 of the paper. Therefore, there is no Works Cited page necessary in Part 1 of this paper.

### **Grading Part 1:**

Dr. Gregg (and the TA) will carefully grade your paper and provide helpful critical feedback on your writing. Before proceeding to Part 2 of the writing process, students are expected to revise their papers based on the helpful critical feedback provided in the editing comments embedded in Part 1 of the paper and in the grading comments in Canvas. Failure to do this, will result in a deduction of -25% on Part 2 of the paper.

#### **How You Will Be Graded for Part 1**

Writing: Uses proper grammar, punctuation, and capitalization. Uses MLA formatting. Follows directions. (10 Points)

Part 1: Addresses prompts related generally to background growing up. (20 Points)

Part 2: Addresses prompts related to ideas about themselves, their bodies, and meaning of their experiences with sports (20 Points)

Part 3: Addresses prompts related specifically to experiences with gender, race, and class. (20 Points)

Part 4: Addresses prompts related to influence of sports on life. (20 Points)

Part 5: Concludes paper by considering the future with sports. (10)

## **My Life with Sports, Part 2 (300 Points)**

Take some time to review the grading comments on Part 1 of this paper from Dr. Gregg and the TA. After making the necessary revisions to Part 1 of your paper, you are ready to work on Part 2. Students will complete Part 2 of the paper late in the semester and will turn in the paper in lieu of a Final Exam in the course.

The goal of Part 2 of this paper is to apply different concepts, ideas, theories, and studies learned from Coakley’s text (the material in the course) to your own sociological evaluation of your life with sports. This means altering the original paper by adding Coakley, deleting irrelevant parts, and adding other things that you may remember to make Part 2 a solid analysis of your own evaluation of your life with sports.

### **MLA Formatting:**

Students are expected to use MLA formatting for Part 1 and Part 2 of their “My Life with Sports” papers. There is a great deal of help in Canvas showing you how to format your paper correctly. There are films, a handout, example papers from other classes, and links to the Purdue Owl. Please use these resources. If you have questions about MLA formatting, reach out to Dr. Gregg (or the TA) before turning in your paper. Students should not use any outside sources in Part 1 of the paper. In Part 2 of this paper, students should include a Works Cited page.

### **Writing**

**Introduction (1 Paragraph):** The first thing you will want to have in Part 2 of the paper is an introduction. In the introduction you should explain what the paper is about and introduce the one source that you will use.[[2]](#footnote-2) There should only be one source in this paper because this paper should be considered a final exam over the course.

**Application of Coakley (at least 5 paragraphs):** In this course we use 12 of the 16 chapters in Coakley’s book. Students should aim to use information from at least 5 different chapters from the chapters assigned (remember to skip Chs 6, 9, 11, and 15) to apply to their own life with sports. The chapters used should be easy to identify in the writing (see examples below). The following four paragraphs are examples of how to connect concepts, ideas, theories, or studies to your evaluation. Dr. Gregg uses her own life experiences to illustrate how to do this. These examples should give students some idea of the level of sophistication of the writing expected and the amount of detail required for Part 2 of this paper.

##### **Example of Applying a Concept *(injuries)***

I was encouraged by friends to take up tennis while I was in Montana teaching at Montana State University. At the university, they had an indoor tennis program that was open to the public to schedule for use. I took several lessons with the tennis pros during my time there and this helped me to improve my ability to serve. That is, until I injured my right rotator cuff trying to serve like Serena Williams. I hurt my shoulder so badly, I was unable to lift my arm for many weeks. Coakley says that injuries like this often cause an athlete to “drop out” of their sport. I admit that I am no spring chicken and injuries like this, especially if I push myself too hard, are to be expected. I guess I’m getting old and that might mean shifting to table tennis instead of tennis. But am I old? Really? In chapter 10 Coakley tells us that the concept “*Older people* is the age identification term preferred by older people today” (Coakley 337). Reading about this concept makes me wonder: Am I “older people” now? Gosh, I hope not. Not yet!

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

Once when Notre Dame played Purdue in the NCAA Women’s Basketball Championship, my husband and I went to *Buffalo Wild Wings* to watch the game and have some wings. When we ordered our food, we asked first the waitress, and then the bar tender, to turn at least one television set to the game. The bartender told us, “We don’t watch women’s sports in this joint.” We immediately left and found another sports bar that would accommodate us. Coakley tells us in chapter 7 that “Women’s sports are covered far less often and in far less detail than men’s sports, but social media and expansion of traditional media channels now enable girls and women to see and read about the achievements of female athletes in a range of sports” (Coakley 216). This wasn’t happening that night at *Buffalo Wild Wings* and we have not darkened their door since. They lost our business.

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

About 10 years ago I worked at a university in Indiana that valued service learning projects and allowed faculty to choose how service learning was implemented in their courses. I chose to work with an adaptive sports program in the area called Turnstone. Each semester I would volunteer with the students to work with athletes with various mental and physical impairments playing sports like wheelchair tennis, wheelchair soccer, goal ball, or wheelchair basketball. It was one of the most meaningful things I’ve ever personally done in my life. Coakley tells us that sports are affected by many different ideologies and that ideologies help us to make sense of our worlds. When I volunteered at Turnstone, I saw a serious effort was being made to combat what Coakley calls “ableist ideology,” which is defined as, “*interrelated ideas and beliefs that are widely used to identify people as physically or intellectually disabled, to justify treating them as inferior, and to organize social worlds and physical spaces without taking them into account”* (Coakley 17). The theory of ableism assumes that all people are either able-bodied or disabled and that those who are disabled are somehow inferior to everyone else. This was certainly not going on at Turnstone! Instead, they were acknowledging the want, desire, and need of athletes with physical and mental impairments to play sports and of all kinds! Personally, I’ve never had a more humbling experience 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 all my middle school and some of my high school years. Then, I went quite a few years not playing any sports at all until I got involved with coed, adult, slow-pitch softball at about age 21. I played slow-pitch off and on for many years (close to 20) and was on many coed championship teams. Researchers in the sociology of sport are interested in understanding changes in sports participation like the ones I’ve just described. One study described in Coakley’s chapter 3 wanted to know how four major life events affected sports participation. Those events were: “*beginning to work, living independently, cohabitating or getting married,* and *becoming a first-time parent”* (Coakley 60). These researchers studied sports participation in the Netherlands, but I think what they wanted to know could apply to my ins and outs of participation too, especially the effect of getting married and having children. After these two major life events, I was more likely to be a coach than a player. I coached (or assisted) my children’s indoor soccer, softball, and basketball teams at different points in time. This aligns with the idea that “decisions to stop sport participation are not always the result of negative experiences, poor or abusive coaching, injuries, or declining abilities” (60). My decision to devote my time to coaching and not playing was definitely positive and not due to any negative experience with sports.

**Conclusion (1 paragraph):** Your concluding paragraph should describe what you anticipate in the future with respect to sports in your life, and how that future connects with your past experiences and what may (or may not) occur in your life in the future. In this paragraph quote something from Coakley’s Ch16 Sports in the Future: What Do We Want Them to Be?

#### **How You Will Be Graded for Part 2**

Corrections: Makes corrections based on editing comments and grading from Part 1. (75 Points or 25% of grade)

Writing: Uses proper grammar, punctuation, and capitalization. Uses MLA formatting. Follows directions. (25 Points)

Introduction: Explains what the paper is about and introduces Coakley. (25 points)

Connections: Connects previous writing from Part 1 paper to at least 5 chapters in Coakley’s text. Connections are clearly related to a concept, idea, theory, or study from Coakley. Student clearly applies material learned in course to his/her/their own evaluation of their life with sports. (150 points)

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

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