

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

# SPMT279

## Course Summary

**Course :** SPMT279 **Title :** Social Issues in Sports  
**Length of Course :** 8 **Faculty :**  
**Prerequisites :** N/A **Credit Hours :** 3

## Description

### Course Description:

Students use analytical techniques to examine the scope and effect of sport on society. They will explore sociological concepts on how sports and sport participation impact the lives of individuals and groups in a society. Students explore several significant contemporary issues. These contemporary sport sociology issues will include drug abuse, race, ethnicity, gender inequity, ethics, gambling, and violence. To increase their sociological understanding of sport, students will identify and discuss sociological perspectives about the components of sport and physical activity.

## Grading

|                |      |
|----------------|------|
| Discussions    | 30%  |
| Assignments    | 45%  |
| Research Paper | 25%  |
| Total          | 100% |

## Objectives

After successfully completing this course, students will fulfill the following Learning Objectives (LO):

LO1: Analyze theories and patterns of sport in society.

LO2: Distinguish how the media affects sport and the sport affects media.

LO3: Analyze trends of interscholastic and intercollegiate sports.

## Learning Outcomes

LO4: Identify social problems and social issues associated with sports in society.

LO5: Analyze power through the ways of race, class, gender and sexuality function in our society in the arena of sport.

LO6: Examine observable sports experiences in order to make informed decisions regarding individual and community sports participation.

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# Outline

## **Week 1: Studying Sports in Society**

LO1: Analyze theories and patterns of sport in society.

### Required Readings

THIS CLASS DOES NOT HAVE A TEXTBOOK. This class uses Open Educational Resources (OERs)

rather than a textbook. Each week in the Lessons tab you will have different readings/videos that you will read/watch to learn the weekly material. Students are encouraged to augment assignments and forums with outside readings of their interest.

### Assignments

Week 1 Discussion

Week 1 Quiz

## **Week 2: Sports Business & Entertainment Media**

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### Learning Outcomes

LO2: Distinguish how the media affects sport and the sport affects media.

### Required Readings

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### Assignments

Week 2 Discussion

Week 2 Assignment

## **Week 3: Sports for All Ages and Nations**

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### Learning Outcomes

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## Learning Outcomes

LO3: Analyze trends of interscholastic and intercollegiate sports.

## Required Readings

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## Assignments

Week 3 Discussion

Week 3 Quiz

## **Week 4: Olympics and Paralympics**

LO4: Identify social problems and social issues associated with sports in society.

## Required Readings

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## Assignments

Week 4 Assignment

## **Week 5: Women, Social Class, and Special Populations**

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## Learning Outcomes

LO5: Analyze power through the ways of race, class, gender and sexuality function in our society in the arena of sport.

## Required Readings

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## Assignments

Week 5 Discussion

Week 5 Quiz

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## Learning Outcomes

### **Week 6: Culture of Sports**

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#### Learning Outcomes

LO5: Analyze power through the ways of race, class, gender and sexuality function in our society in the arena of sport.

#### Required Readings

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#### Assignments

Week 6 Discussion

Week 6 Assignment

### **Week 7: Deviance & Coaching**

LO4: Identify social problems and social issues associated with sports in society.

#### Required Readings

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#### Assignments

Week 7 Discussion

Week 7 Quiz

### **Week 8: Future Trends in Coaching**

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#### Learning Outcomes

LO6: Examine observable sports experiences in order to make informed decisions regarding individual and community sports participation.

#### Required Readings

THIS CLASS DOES NOT HAVE A TEXTBOOK. This class uses Open Educational Resources (OERs)

## Learning Outcomes

rather than a textbook. Each week in the Lessons tab you will have different readings/videos that you will read/watch to learn the weekly material. Students are encouraged to augment assignments and forums with outside readings of their interest.

## Assignments

Week                8

Assignment

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## Materials

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**Book Title:** Various resources from Trefry Library and/or the Open Web are used. Links provided inside the classroom. **Author:**

**Publication Info:**

**ISBN:** D2L Note

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# Course Guidelines

## COURSE DELIVERY METHOD

This course is delivered via distance learning, enabling students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student.

Please note that everything is based on Eastern Time (ET). Many of you are located in other time zones. The clock at the top of the main classroom page is set to ET. Please use this as your guide.

## WRITING AND FORMATTING EXPECTATIONS

Students will follow the APA Style Manual, 7th Edition as the sole citation and reference style used in all work submitted as part of coursework to the University. Any references used to complete assignments must be identified with properly formatted text citations and a reference page regardless of submission format (Word, PowerPoint, etc.).

APA formatting requires assignments to be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format. A few of the most common APA requirements include the following.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- 12-point font size and Times New Roman style is preferred.
- Page margins (top, bottom, left and right) should be 1 inch, with reasonable accommodation made for special situations and online submission variances.

## WEEKLY DISCUSSIONS

In all discussions, students are required to submit one initial post by Wednesday at 11:55 pm ET and a minimum of two replies to classmates by Sunday at 11:55 pm ET. For Week 1 only, initial posts should be at least 250 words, original in content, and demonstrate a thorough analysis of the topic. Replies should be informative, and contribute to advancing knowledge of the topic.

Participation in a Week 1 discussion serves as a student's official entry into a course and requires special attention. Students must complete the Week 1 discussion no later than Sunday at 11:55 pm ET in order to maintain registration in the course.

### Discussion Interaction Guidelines

Online universities promote the advancement of knowledge through positive and constructive debate, both inside and outside the classroom. Discussions on the Internet, however, occasionally can degenerate into needless insults and other unproductive conversation. Such activity and the loss of good manners are not acceptable in a university setting; basic academic rules of good behavior and proper "netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include personal attacks or attempts to intimidate or stifle the discussion of others. Despite the best of intentions, jokes and, especially satire, can easily get lost or become unintentionally offensive. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers.

## COURSE ANNOUNCEMENTS

Instructors typically post announcements throughout a course to communicate information in regard to changes in due dates, clarifications on assignments, additional resources for lessons, etc. It is the responsibility of each student to review announcements on a regular basis to stay informed on any course updates.

## ASSIGNMENT AND DISCUSSION DUE DATES AND LATE WORK

Students are expected to submit assignments and discussions by the due dates listed in the classroom.

Depending on circumstances, assignments may not be accepted late or after the course end date.

Submitting an assignment late may result in a penalty of up to 10% per day late, not to exceed a maximum of 50% (5 days late).<sup>\*</sup> Whether assignments are accepted late, or if a late penalty is applied, is at the faculty member's discretion.<sup>\*\*</sup> For discussions, since posting after a week has concluded provides no value to the course, no initial posts or replies will be accepted after the due date. Faculty may be more flexible if potential delays are communicated ahead of time.

<sup>\*</sup>Late penalties are applied before assignments are graded.

<sup>\*\*</sup>Programs with specialty accreditation and students with DSA accommodations may have different late policies applied.

## DISCLAIMER STATEMENT

Course content may vary from the content outline to meet the needs of this particular group.

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# Communications

## Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities. All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and
- maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.

[Tips on Using the Office 365 Email Tool](#)

## Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
  - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
  - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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## University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

## Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

## Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

## Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.

- Course content may vary from the syllabus' schedule to meet the needs of a particular group.