Social and Behavioral Sciences (UPPER)
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Educational Psychology

2. Course prefix and number: EPSY 320

3. Texas Common Course Number: NA

4. Complete course title: Child Development for Educators

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [X] Social and Behavioral Sciences
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Other

7. This course should also be considered for International and Cultural Diversity (ICD) designation: [X]

8. How frequently will the course be offered? This course is offered every semester

9. Number of class sections per semester: 1-3

10. Number of students per semester: 50-70


This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:

   Course Instructor

   [Signature]

   Date: 3/20/2013

14. Department Head

   [Signature]

   Date: 3/21/2013

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

EPSY 320 — Child Development for Educators utilizes current and landmark studies in the areas of child development to build an understanding of how development (birth through age 12) relates to learning and instruction.

1. Application of empirical and scientific methods that contribute to the understanding of what makes us human.
   a. Examine research on physical, emotional, personality, cognitive, and social development
   b. Find examples of these areas of development within families and the local community
   c. Analyze recent research studies on development and discuss new insights in these areas of development

2. Exploration of behavior and interactions among individuals, groups, institutions, and events—examining impact on individual, culture, and society.
   a. Discuss the behaviors of siblings, families, peer groups, and classrooms with the goal of understanding how these behaviors help and hinder development and learning.
   b. Share experiences from different settings of individual and group interactions.
   c. Discuss levels of impact of behaviors as they relate to the various ethnic and cultural groups and individuals.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Objective One: Students will be able to apply the cognitive development and physical development principles of child development to a toy they design or by analyzing a toy now on the market. The student will describe the toy—what features specifically assist in a child’s cognitive and physical development and how an adult might build on these features by suggesting additional things the child could do with the toy to build the cognitive and physical areas. The student will submit a written analysis of the toy. It is evaluated by a rubric which asks for at least two ways the toy can be used for cognitive development and two ways it can be used for physical development.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Objective Two: Students will be able to identify and describe the various theoretical frameworks of child development through the creation of a visual structure which includes the key elements of each perspective.
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Students will share their visual structure for each perspective and give an oral description of how this structure captures the elements of each theoretical perspective. The structures and presentations will be evaluated through whole class discussion focusing on what are the essential elements and how did this structure accurately represent each perspective.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Objective Three: Students will be able to identify and describe the areas of development from data gathered through a 90 minute observation and interaction with a child. Each student will plan activities for the child which are designed to show evidence of development in a specific area. They will write a descriptive narrative of what the child did and said. The narrative is analyzed using the text as a guide. The written analysis describes how the child is developing in each of the areas of development. The student summarizes the findings with a chart which includes: the terminology and definition from the text, what the child did or said which showed evidence of development in this area, and the student’s thoughts on the child’s development. The observation/analysis paper is evaluated with a rubric which matches the terminology and concepts covered in the class.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Objective Four: Students will gain an understanding of issues facing the larger society through the viewing of a video outlining a current issue. Students will be asked to respond to their thoughts about this issue prior to the viewing and after the viewing of the video. Students will submit an analysis of projected thoughts for actions concerning this educational/development issue.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
From: Kristie Stramaski  
Sent: Wednesday, April 10, 2013 8:24 AM  
To: David Byrd  
Cc: Kristy Anderson  
Subject: RE: Courses proposed for new Core

Here is Dr. Juntune’s statement for EPSY 320:

During the semester, the students examine various aspects of development through the lens of cultural and ethnic diversity. They compare and contrast how children from various cultures proceed through the development experience. The textbook includes a variety of current studies on child development in international settings which are used as a basis for the analysis assignments. Journal articles and research websites supplement the information in the textbook.

Let me know if they need further clarification.

Thanks!

Kristie

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Kristie Stramaski  
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email: kstromaski@tamu.edu
TEXAS A&M UNIVERSITY  
College of Education  
Department of Educational Psychology  

SYLLABUS and COURSE OUTLINE – Spring 2013  
EPSY 320: Child Development for Educators  

**Instructor:**  
Dr. Joyce E. Juntune  
Office 605 Harrington (Hours: by appt.)  
Office phone: 845-1873  
Home office phone: (979) 776-9347  
e-mail: j-juntune@tamu.edu  

Suzanna Ramos  
suzannaramos@gmail.com  
Best way to reach me  

**Class Meetings:**  
T R 3:55 pm – 5:10 pm  
Room 104, Harrington Classroom Building (HECC)  

**Textbook:**  

**Course Purpose:**  
This course is designed to provide an overview of the research and theory on child development.  

**Course Objectives**  
1. To gain an understanding of the developmental stages and the transitions infants and children go through as explained by leading developmental psychologists.  
2. To gain an appreciation for the interrelationship of theory, research, and practice in understanding infants and children.  
3. To be able to apply the understanding of development to education, parenting, and current and future work with children.  

**Learning Outcomes:**  
1. Students will be able to apply the principles of child development to various toys available on the market as evidenced by a written analysis.  
2. Students will be able to identify and describe the areas of development as evidenced by a variety of observation opportunities followed by a written analysis.  

**Prerequisites:** Junior or senior classification
"Students with Disabilities Act"

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room 8118, or call 845-1637. For additional information visit http://disability.tamu.edu.

"Academic Honesty"

As commonly defined, plagiarism consists of passing off as one's own words, writings, etc., which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section entitled "Scholastic Dishonesty."

"Students with Special Needs"

Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: www.tamu.edu/aggiehonor/
Course Requirements:

- **Attendance** – All students are expected to attend class faithfully and to participate fully, including completing the assigned reading material which will be the basis of class discussions. Attendance requirements will follow the guidelines set forth by Texas A&M University. (Student Rule 7 - [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm))

- **In-class activities** – There will be regular in-class learning activities, which are designed to build your understanding of the assigned readings and concepts covered in the class.

  **The in-class learning activities cannot be made up if you miss class.**

  Each of these will be worth 5 points.

- **Application assignments** – There will be regular chapter application assignments that will be used to extend and apply the reading material in the chapter.

  Each of these will be worth 5 points.

- **Projects** – There will be six projects designed to cover different aspects of the field of Child Development. Instructions for each project will be posted on TAMU elearning.

  [http://elearning.tamu.edu/](http://elearning.tamu.edu/)

  - Project 1 – Mini-Observations #1 (Sept 13th) & #2 (Nov 3rd) (10 points each = 20 points)
  - Project 2 – Toy Analysis (15 points)
  - Project 3 – Research/Authoritative Article Summary (15 points)
  - Project 4 – Reflection Paper (15 points)
  - Project 5 – Observation of Children in Informal Settings (60 points)
  - Project 6 – Analysis of a Childhood Game (15 points)

  All projects must be typed!!!

- **Exams** – There will be three exams. I will throw out the lowest test score and only use the highest of your three exam scores. Given this—NO MAKEUP EXAMS WILL BE OFFERED. You do not need permission to miss an exam—but if you miss more than one exam, you will receive a zero grade for the second missed exam.

  Each exam is worth 15 points.

Grading:
Grades will be calculated according to the following:

- Chapter applications and in-class activities 85 points possible
- Projects 140 points possible
- Exams (15 points each) 30 points possible

A = 235 – 255 points
B = 214 – 234 points
C = 193 – 213 points
D = 172 – 192 points
F = 171 and below

PLEASE NOTE---

The latest a chapter application assignment can be turned in for credit is the day of the test covering that chapter. Assignments received after that day will be returned ungraded.
Timeline for Class:

January 15  Introduction to Child Development
Overview of the course.
Introduction to the field of Child Development
Themes

January 17  The Science (Foundations) of Child Development
ASSIGNMENT DUE: Read - Ch 1—Theories & Research Designs

January 22 Family Relationships
ASSIGNMENT DUE: Read – Ch 14
Parenting, Grandparents, siblings, blended families

January 24 Theories of Cognitive Development: Piaget
ASSIGNMENT DUE: Read – Ch 6a (6.1)
Piaget – Principles and applications

January 29 Theories of Cognitive Development: Beyond Piaget
ASSIGNMENT DUE: Read – Ch 6b (6.2, 6.3)
Vygotsky, core knowledge, information processing

January 31 Cognitive Processing and Academic Skills
ASSIGNMENT DUE: Read – Ch 7
Memory, Problem Solving, comprehension

February 5 Intelligence and Individual Differences in Cognition
ASSIGNMENT DUE: Read – Ch 8.1, 8.2
Intelligence, Intelligence testing, Individual differences,

February 7 INDEPENDENT WORK DAY
Do Toy Analysis Project

February 12 Intelligence and Individual Differences in Cognition
ASSIGNMENT DUE: Read – Ch 8.3
Gifted, special needs, creativity

February 14 Exam #1
covers chapters 1,6,7,8,14 and lectures to date

February 19 Emotional Development
ASSIGNMENT DUE: Read – Ch 10
Emotions, temperament, attachment

February 21 INDEPENDENT WORK DAY
Do Research/Authoritative Article(s) Project

February 26 Moral Understanding and Behavior
ASSIGNMENT DUE: Read – Ch 12
Moral development, prosocial behavior, aggressive behavior

February 28 Gender and Development
ASSIGNMENT DUE: Read – Ch 13
Gender differences, theories of gender identity

MINI-OBSERVATION #1
Due January 25th

TOY ANALYSIS PROJECT
Due Feb 12th

RESEARCH/AUTHORITATIVE ARTICLE(S) PROJECT
Due Feb 25th
March 5  INDEPENDENT WORK DAY
   Work on Reflection Paper

March 7  INDEPENDENT WORK DAY
   Opportunity to do the Gender Bonus Activity

Spring Break

March 19  Language and Communication
   ASSIGNMENT DUE: Read – Ch 9
   Steps to speech, styles of learning language, language development

March 21  Perceptual & Motor Development
   ASSIGNMENT DUE: Read – Ch 5
   Perceptual Development, Motor Development

March 26  Exam #2
   covers chapters 5, 9, 10, 12, 13 and lectures to date

March 28  Influences Beyond the Family
   ASSIGNMENT DUE: Read – Ch 15
   Play, friendship, school, television

April 2  Understanding Self & Others
   ASSIGNMENT DUE: Read – Ch 11
   Self-concept, self-esteem, search for identity

April 4  Genetic Bases of Child Development
   ASSIGNMENT DUE: Read – Ch 2
   Heredity, From Genes to Behavior

April 9  INDEPENDENT WORK DAY
   Major Observation Project

April 11  INDEPENDENT WORK DAY
   Major Observation Project

April 16  INDEPENDENT WORK DAY
   Major Observation Project

April 18  Prenatal Development, Birth, and the Newborn
   ASSIGNMENT DUE: Read – Ch 3
   Prenatal development, risks to pregnancy, newborn

April 23  Growth & Health
   ASSIGNMENT DUE: Read – Ch 4
   Physical growth, brain development

April 25  Exam #3
   covers chapters 2, 3, 4, 11, 15 and lectures to date

April 30  BONUS DAY!!!
References


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1. This request is submitted by (department name): Educational Psychology

2. Course prefix and number: EPSY 321

3. Texas Common Course Number: NA

4. Complete course title: Adolescent Development for Educators

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Poliical Science
   - Social and Behavioral Sciences
   - Current Core - yes
   - Current ICD - no

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - No per David Byrd 4-9-13

8. How frequently will the class be offered? This course is offered every semester

9. Number of class sections per semester: 1

10. Number of students per semester: 20-30

11. Historic annual enrollment for the last three years: 2012-13/34 2011-12/50 2010-11/73

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
   - Course Instructor
   - Date 3/21/13

13. Approvals:
   - Chair L. Wilson
   - Date MAR 26, 2013

14. Department Head
   - Date 3/21/13

15. College Dean/Designee
   - Date

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See form instructions for submission/approval process.
Texas A&M University  
Core Curriculum  
Initial Request for a Course Addition to the Fall 2014 Core Curriculum  

Foundational Component Area: Social and Behavioral Sciences  

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture. 

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above? 

This course provides a detailed empirical look at the period of human development known as adolescence. Students will learn about the biological, cognitive, and social developmental milestones that typify this dynamic stage of life and how they interact to move one from childhood to adulthood. Theoretical approaches to studying adolescence will be conveyed, with an emphasis on how adolescence is culturally defined and contextually experienced. The structural and transitional changes that the family unit, peer group, and school go through and their influences on the teenager will be explored. The impact of media on attitudes, behaviors, and actions will be explored. Finally, the burgeoning psychosocial manifestations of autonomy, identity, intimacy, and sexuality will be covered with regards to both their origins and expressions. 

Core Objectives  

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated. 

The proposed course is required to contain each element of the Core Objective. 

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information): 

This course utilizes a fully interactive “My Virtual Teen” computer simulation program by which a student will “give birth” to a child and then be in charge of their child’s development throughout the semester. The program calls for them to evaluate the different parenting choices available to them for a variety of different life circumstances that are unique to the adolescent period of life (early stages of puberty, first dates, alcohol and drug use, etc.) and they must synthesize what they have learned in class to try and and optimize their virtual teen’s physical health, cognitive development, and socialization. It is an innovative way for the classroom concepts we talk about in class to present themselves in a “real world” context as is a great opportunity for both reflection and introspection. 

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication): 

The course calls for students to utilize a variety of different communication styles across several assignments and projects. Weekly written attendance assignments help students make a personal connection with the subject matter so that they can bring a textbook theory or lecture topic to life by relating it to their own adolescent experiences. The final “audio adolescence” project incorporates an audio component by which students search for a collection of songs that each, individually, represent a chapter that we covered in class during the semester. Drawing from the lyrics, historical era, band background, etc., the students must relate the music to the material and draw out important terms, theories, or other essential aspects that are represented my the songs they selected.
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Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

This class features in-depth examinations that call for the students to use higher order thinking and reasoning skills to answer scenario-based multiple choice questions. Terminology, theories, and other related content are implicitly embedded and included in each question (and not explicitly stated). Students must recognize and observe the pertinent and relevant material so that they then might be able to deduce or reach an informed conclusion as to what the correct response might be.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course is aimed at preparing students to work with, educate, or better understand “youths” in our society. Regardless the domain, based on their knowledge of the unique facets and features of this particular cohort, students will be equipped to effectively engage and reach adolescents in an educational, professional, or recreational setting.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
COURSE OUTLINE and SYLLABUS
EPSY 321: Adolescent Development (Spring 2013)

Instructor:
Dr. Robert S. Woodward, Jr. “JAY”
Office 602 Harrington Tower
Office phone: 845-1802
Email: drjay@tamu.edu
Office Hours: TBD (by appointment)

Textbook:
(ISBN: 9780073532035)

Course Purpose: This course provides an overview of research and theory on adolescent development, with a special emphasis on introspective and interactive learning experiences to broaden the understanding and deepen the impact of what is learned and discussed in class.

Course Objectives:
1. Develop an understanding of the psychological, biological, emotional, and sociological issues that an individual encounters during adolescence, with special attention to the specific problems today’s adolescents must cope with.
2. Compare and contrast “textbook” applications of adolescent developmental theories to “real-life” practices and approaches.
3. Use your critical thinking skills, your knowledge of self and subject matter, and your creativity to fully develop your own personal concept of what aspects are essential and uniquely inherent to adolescence
4. Raise your own virtual teen using the principles discussed in class to guide your parenting practices and decision making

Course Evaluation: Your grade in this course will be determined by the following:

Attendance Assignments (5 @ 6 pts. each) 30 pts.

My Virtual Teen (Cyber Parenting) 51 pts.

Semester Project
epsy-TUNES: “Audio Adolescence” 60 pts.

(3 @ 60 pts. each) 180 pts.

TOTAL 321 pts.

Grading: Letter grades will be assigned on the following basis:
A = 285 - 321 pts.
B = 250 - 284 pts.
C = 225 - 249 pts.
D = 200 - 224 pts.
F = anything below 200 pts.
Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own words, writings, etc., which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section entitled “Scholastic Dishonesty.”

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Americans with Disabilities Act

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Students with Special Needs

Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

Explanation of Assignments:

➢ “Attendance Assignments”

Due Dates: T.B.D.

Based on what you read, saw or experienced in class, write a short reaction detailing how it aided, improved, or expanded upon your previous notions of that area of adolescence:

While there is no set page limit for these assignments, you will need to clearly articulate your reaction in an appropriate, thoughtful manner (that should certainly exceed a paragraph!). Do not recapitulate or repeat (verbatim) what we learned in class, rather, I am looking for your personal thoughts on the material based on your teenage experiences or other relevant notions.

Your reaction paper will be due in class the week after the assignment is announced. No electronic copies (a.k.a. email) will be accepted, and all submissions must be typed out and turned in before class.

Attendance assignments cannot be made up unless the student provides a university excused reason for their absence. Specific to absences, as this course only meets once a week, attendance at each scheduled class meeting is required and expected for every student.

Any unexcused absences will result in an automatic 15 pt. deduction of points from your final semester grade.
MY VIRTUAL TEEN
My Virtual Teen is an interactive web-based simulation that allows you to raise a child from birth to age 18, with a specific focus on the teenage years, and monitor the effects of your parenting decisions over time. This engaging website lets you apply the key concepts that you are learning in your adolescent development class.

You will be responsible for keeping up with your parenting practices as we study different components of adolescence and use the knowledge you have gained in class to raise the best teen that you can.

At the end of each age, there will be summary questions that you will need to complete based on your teen’s development, your classroom knowledge, and the experience you “both” are facing.

A.Q.K.W.A.R.D:
“A”nother “Q”uiz on “K”nowledge, “W”isdom, & “A”dolescent “R”eadings / “D”iscussions

Scheduled Dates:
I – February 13th (Intro. + Chapters 1, 2 & 3)
II – March 20th (Chapters 4, 5, 6 & 7)
III – April 17th (Chapters 8, 9, 10, 11, & 13)

These quizzes will be used to assess your knowledge on all things adolescence and will contain questions from all assigned readings / textbook chapters, class discussions, current event presentations, video screenings, and other related course content.

The quiz format will be a multiple choice and students will need to bring a grey 8.5" x 11’ TAMU scan:tron to class. Though called a quiz, these assessments are similar both in point value and content to a “standard” test and require an in-depth knowledge of the material (both book and lecture) to do well. Please plan and prepare accordingly.

Semester Project: Audio Adolescence
Due on/before May 10th

Using the concepts, traits, definitions, and other salient research findings or notions discussed in class or in your readings, identify a “six pack” of songs that, through the lyrics, background/history, or other identifiable and arguable characteristic, address a key issue of adolescence specific to eight of your textbook chapters.

The song can be from any era, genre, or style of music – there are no limitations.

Prepare a comprehensive written summary analyzing each of the songs (6 songs total from chapters of your choosing) from a creative viewpoint specific to the chapter being discussed (from your Steinberg textbook). What features of the song call to mind that particular area? What features (direct or indirect) allude to specific characteristics/theories/terminology discussed in the chapter? How does this song typify this area or adolescence? What is inherent in the lyrics (specifically mention) that describe and depict this particular stage or area? What is the contemporary relevance to how the song might have been perceived that accentuates its relation to adolescence?

You can choose to address these questions or any related questions of your choice to fully describe each of your songs. You must cite any information you use from your text, lecture notes or other sources!

The best way to complete this project is to work on it gradually throughout the semester while the material from each chapter/lecture is fresh in your mind. It is more time consuming to try and do this all in one sitting at the end of the semester.

DON’T WAIT TO THE LAST MINUTE TO GET STARTED ON THIS PROJECT!
**TENTATIVE CLASS SCHEDULE**
EPSY 321 meets on Wednesday from 12:40 – 3:30 p.m. in Harrington Tower (EDCT) Room 632

<table>
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<th>Date</th>
<th>Topics/Assigned Readings</th>
<th>Due Dates/Class Info.</th>
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<tr>
<td>Jan 16</td>
<td><strong>Course Overview</strong></td>
<td>i want my</td>
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<td></td>
<td><em>Intro to Adolescence</em></td>
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<td><strong>FUNDAMENTAL CHANGES OF ADOLESCENCE</strong></td>
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<td>Jan 23</td>
<td>Chapter One</td>
<td>Video Overview:</td>
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<td><em>Biological Transitions</em></td>
<td><em>The Teen Species!</em></td>
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<td>Jan 30</td>
<td>Chapter Two</td>
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<td><em>Cognitive Transitions</em></td>
<td><em>Inside the Teenage Brain!</em></td>
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<td>Feb 6</td>
<td>Chapter Three</td>
<td>Video Snapshot:</td>
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<td><em>Social Transitions</em></td>
<td><em>Coming of Age</em></td>
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<td>Feb 13</td>
<td><strong>ASKWARD 1</strong></td>
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<td><strong>THE CONTEXTS OF ADOLESCENCE</strong></td>
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<td><em>Families</em></td>
<td>Bryan High School</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Chapter Six</td>
<td><strong>Video Flashback:</strong></td>
</tr>
<tr>
<td></td>
<td><em>Schools</em></td>
<td><em>American Teen</em></td>
</tr>
<tr>
<td>March 6</td>
<td>Chapter Five</td>
<td>Beach Reading</td>
</tr>
<tr>
<td></td>
<td><em>Peer Groups</em></td>
<td>Spring Break!</td>
</tr>
<tr>
<td>March 13</td>
<td>Chapter Seven</td>
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<td></td>
<td><em>Work, Leisure, &amp; Mass Media</em></td>
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<tr>
<td>March 20</td>
<td><strong>ASKWARD 2</strong></td>
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<td></td>
<td><strong>PSYCHOSOCIAL DEVELOPMENT IN ADOLESCENCE</strong></td>
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<tr>
<td>March 27</td>
<td>Chapter Eight &amp; Nine</td>
<td><strong>Under Cover Video!</strong></td>
</tr>
<tr>
<td></td>
<td><em>Identity &amp; Autonomy</em></td>
<td><em>Middle School Confessions</em></td>
</tr>
<tr>
<td>April 3</td>
<td>Chapter Ten &amp; Eleven</td>
<td><strong>Chapter Thirteen</strong></td>
</tr>
<tr>
<td></td>
<td><em>Intimacy &amp; Sexuality</em></td>
<td><em>Psychosocial Problems</em></td>
</tr>
<tr>
<td>April 10</td>
<td>Chapter Thirteen</td>
<td></td>
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<tr>
<td></td>
<td><em>Psychosocial Problems</em></td>
<td></td>
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<tr>
<td>April 17</td>
<td><strong>ASKWARD 3</strong></td>
<td></td>
</tr>
<tr>
<td>April 24</td>
<td>Semester Grade Return / Semester Project Review</td>
<td></td>
</tr>
</tbody>
</table>

**Monday, May 10th** **AUDIO ADOLESCENCE DUE**  
(10:30 a.m. – 12:30 p.m. – turn in at office)
Texas A&M University
Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Health & Kinesiology

   SPMT (formerly KINE) 304

   Prefy & appr. 301/3

2. Course prefix and number: (crosslisted with PSYC 304)

3. Texas Common Course Number: N/A

4. Complete course title: Psychology of Sport

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

   Current core - Yes

   (as KINE 304)

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   □ Yes   ☒ No

8. How frequently will the class be offered? Every Semester

9. Number of class sections per semester: 1 or 2

10. Number of students per semester: +/- 300 average

11. Historic annual enrollment for the last three years: 552 628 683

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc.

Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

    Course Instructor

    Approvals:

    Department Head

    College Dean/Designee

    Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course examines the relationship of psychology to sport and exercise performance of people and groups. The topics include the history, application of learning principles, social psychology, personality variable, psychological assessments, youth sport, and diversity issues in sport and exercise.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical thinking will be addressed by requiring students to read the required text and listen to interviews from industry professionals. In turn, students will write reaction papers to the articulating their integrated knowledge gained from the texts and interviews. Students will have to critically reflect upon the foundations of sport and exercise psychology, examine relationships between sport and exercise participation, understand the environmental influences, and discuss the major issues associated with physical activity interventions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication will be addressed in the form of written reaction papers (e.g., sport industry interviews). This paper requires students to integrate course knowledge and industry knowledge to understand the key issues and how they are applicable to individuals and organizations in the sport industry. A rubric will be used to evaluate students’ knowledge, interpretation, grammar, and use of APA format.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Empirical and Quantitative skills will be addressed by requiring students to read the course texts, listening to interviews by sport industry professionals, and possibly complete a course project (i.e., implement a survey, conduct interviews, and/or observations).
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility will be addressed primarily by having students read about the environmental influences on exercise and sport participation, discussing the major issues associate with physical activity interventions, and acknowledging challenges as conveyed through the interviews provided by the professionals. Students will be evaluated on these aspects through course exams (i.e., multiple choice, true/false).

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
KINE 304: PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY
TEXAS A&M UNIVERSITY
SUMMER 2011

CONTACT INFORMATION
Name: Akilah R. Carter-Francique, PhD
Office: Blocker 349
Phone: 979-458-3941
Email: arfrancique@hlkn.tamu.edu
Office Hours: M, T, R 11:00-12:00, T 1:00-2:00

TEACHING ASSISTANT
Chanho Kang (chanhokang@hlkn.tamu.edu)
Woojun Lee (woojun0901@hlkn.tamu.edu)

COURSE ORIENTATION: The course orientation can be found on the course website (http://elearning.tamu.edu). Students should watch the orientation video before proceeding with the course.

COURSE MATERIALS
There are two products for the class:
Course Lectures: All lectures are available at http://elearning.tamu.edu.

- A CD ROM that contains interviews with sport industry professionals and is required to complete the writing assignments; available at the MSC Bookstore.

- A required text. The course lectures and exam questions will predominantly come from the materials in this text.

Students can access other materials through webct (http://elearning.tamu.edu).

PREREQUISITIES
Junior or senior classification.

COURSE SCOPE AND RATIONALE
This course examines the relationship of psychology to sport and exercise. Topics include history, application of learning principles, social psychology, personality variables, psychological assessment, youth sport, and diversity issues in sport and exercise.

COURSE OBJECTIVES
After successfully completing this course, students should be able to:
1. Discuss the foundations of sport and exercise psychology including:
   a. Physical activity epidemiology and the associated research in that area
   b. Theory and exercise psychology; and
   c. The primary models and theories of exercise behavior.
2. Outline the relationships between sport and exercise participation and individual factors, including:
   a. Personality;
   b. Self-concept and self-esteem;
   c. Stress and anxiety;
   d. Depression;
   e. Emotional well-being;
   f. Health-related quality of life;
   g. Body image; and
   h. Rehabilitation psychology.

3. Highlight the environmental influences on exercise and sport participation, including:
   a. Physical activity groups;
   b. Social influences on exercise;
   c. Environmental correlates.

4. Discuss the major issues associated with physical activity interventions:
   a. Informational, behavioral, social, and policy-related interventions

NATURE OF THE COURSE
KINE 304: Psychology of Sport and Physical Activity is a web-enhanced course. Students are expected to read the material provided in the course schedule and then listen to the lectures accessed online at http://elearning.tamu.edu. In addition, students are encouraged to print the PowerPoint slides associated with the lecture. Printing the slides in “handout view” will enable the student to take notes to the lecture. Students can listen to the anywhere they have Internet access (e.g., campus, home, etc.).

Correspondence related to the course is sent to your TAMU email account. Consistent with Student Rule 61.2.3 (http://student-rules.tamu.edu/rule61) students are expected to regularly check their TAMU email account for course-related communications.

COURSE POLICIES AND EXPECTATIONS
Attendance. The attendance policy for this class will be administered in accordance with Student Rule #7: http://student-rules.tamu.edu/rule07.

Plagiarism statement. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

Aggie honor code. “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the
Honor System. For additional information please visit: www.tamu.edu/aggiehonor/. On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Email Professionalism. Consistent with Student Rule 61, email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it. You can also find additional information about writing emails at the University Writing Center website: http://writingcenter.tamu.edu/2010/how-to/business/emails/.

Americans with Disabilities Act (ADA) policy statement. The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637. Additional information is available at http://disability.tamu.edu.

Copyright statement. The materials used in this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.
POINT STRUCTURE:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction Papers (5 x 20)</td>
<td>100</td>
<td>0.25</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>0.25</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>0.25</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>0.25</td>
</tr>
<tr>
<td>Total Points</td>
<td>400</td>
<td>1.00</td>
</tr>
</tbody>
</table>

GRADING STRUCTURE:
90-100% A
80-89% B
70-79% C
60-69% D
≤ 59% F

ASSIGNMENTS:

Reaction Papers: The Exercise Psychology Interview Series (EP IS) represents a collection of interviews with leading scholars and professionals in the sport industry concerning various sport and exercise psychology topics. This edition of the EP IS contains interviews pertaining to five topics. Students are expected to listen to the interviews and then write a reaction paper for each topic. The paper should focus on: (a) key points taken away from the interviews (30%), (b) reactions to the interviews (30%), and (c) application of what the interviewees discussed—that is, how can what they discussed be applied to the management of sport organizations (30%). Grammar accounts for the remaining ten percent (10%) of the paper's score. Each paper should be approximately 400 words. Each paper is worth 20 points. Papers should be submitted through the course website (http://elearning.tamu.edu). See the Course Schedule for a list of the specific interviews for which the students are responsible and when each paper is due. Please keep each receipt turn-it-in.com provides when you submit your paper.

Exams. Three exams will be held throughout the semester. Exam questions will be in a true-false and multiple choice format. Students can use their notes and books during the exam. Students should consult the course outline to determine the material covered on each exam. All exams are delivered through the course website (http://elearning.tamu.edu). Students will have 60 minutes to complete the exam, after which time responses will not be accepted. Each exam is due by 11:59 pm on the date designated on the Course Schedule. The course website does not allow exams after that time.
COURSE SCHEDULE

Chapter 1: Introduction to exercise psychology
Chapter 2: Physical activity epidemiology
Chapter 3: Theories and models of exercise behavior I
Chapter 4: Theories and models of exercise behavior II
Chapter 5: Social influences of exercise

Exam 1 Due: Thursday, January 5, 2012, 11:59 pm
Reaction Paper Due: January 5, 2012, 11:59 pm
Steve Reichman

Chapter 6: Physical activity interventions
Chapter 7: Personality and Exercise
Chapter 8: Self-concept, self-esteem, and exercise
Chapter 9: Body image and exercise
Chapter 10: Stress, stress reactivity, and exercise

Exam 2 Due: January 9, 2012, 11:59 pm
Reaction Papers Due: January 9, 2012, 11:59 pm
Tim Lightfoot
Trevor Carney

Chapter 11: Anxiety and exercise
Chapter 12: Depression and exercise
Chapter 13: Emotional well-being and exercise
Chapter 14: Cognitive function and exercise
Chapter 15: Health-related quality of life and exercise

Exam 3 Due: January 13, 2012, 11:59 pm
Reaction Papers Due: January 13, 2012, 11:59 pm
Kristin Clemens
Marlene Wong
Application for CEHD Undergraduate Curriculum Committee Action Items

In addition to this application and requisite forms from Curricular Services, a memorandum and any supporting documents with appropriate signatures should be submitted. Curricular issues require formal approval (i.e. the UCC, Faculty Senate, Provost, and President). Please indicate the type of curricular issue you are submitting for consideration:

- New course
- Deletion of a course
- Course credit change
- Contact hour change (lab and lecture)
- Course title change
- Course description change
- Course number change
- Course prefix change
- Curriculum changes which increase credit hours required to complete a degree
- New degree programs
- Prerequisite changes
- Non-substantive requests such as name changes for a program or Department or degree
- Catalog revisions
- Admission Requirements for transfer and upper-division including GPA and/or course completion

Other: Core Curriculum Reacit

Faculty will be invited to attend the CUCC meeting to provide further justification and/or clarification as necessary.

Date: 03/29/13  Submitted by: Paul Batista

Department: Health and Kinesiology  Division: Sport Management

Justification for Request (Attach supporting or additional documents as necessary):

Core recertification - SPMT 304

Department Head: Richard Kreider  Signature: 

To be completed by CUCC:
Date Considered: 03/29/13
Approved: 
Not Approved: 
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Health & Kinesiology
   SPMT (formerly KINE) 319; approved 2/2013
2. Course prefix and number: (crosslisted with SOCI 319) Texas Common Course Number: N/A
3. Semester credit hours: 3

4. Complete course title: Sociology of Sport
5. This request is for consideration in the following Foundational Component Area:

   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences

   current core - Yes, as KINE 319

6. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes          □ No

7. How frequently will the class be offered? Every Semester
8. Number of class sections per semester: 1 or 2
9. Number of students per semester: +/- 175 average
10. Historic annual enrollment for the last three years: 355 418 459

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

14. Department Head [Signature] [Signature] 3-29-13
15. College Dean/Designee [Signature] [Signature] 4/12/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

SPMT 319 (Sociology of Sport) involves the exploration of behavior and interactions among people in groups, organizations, institutions, and various events related to sport participation and consumption across multiple societies. Moreover, this course involves the study and examination of sport as a microcosm of society, and how sport impacts (and is impacted by) other social institutions (e.g., media, religion, economy, education, politics) in society.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical thinking will be addressed by requiring students to read short articles (i.e., from both the academic and popular press) and write reaction papers to the readings. More specifically, students will not only have to provide a brief summary of the key points of the article, but more importantly, critically reflect upon the arguments made in the article (i.e., discuss the strengths and weaknesses, detail why they agree and/or disagree with the arguments made, and provide implications the arguments have for theory and practice). We will use a rubric to grade and evaluate whether or not the students have sufficiently addressed the requirements: 1) summary, 2) critique, 3) implications.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication will be addressed by requiring students to write papers (e.g., socialization into sport paper). This paper requires students to reflect back as far as they can remember on how they became involved in the social institution of sport (as a participant/athlete and as a fan/consumer). A rubric will be created to test/evaluate how well the students adhere to proper grammar and the APA format in their writing. It is also possible that students might be required to give short oral presentations on various topics related to the sociology of sport and physical activity. In this case, students would be graded/evaluated on a) how well and clearly they convey their message, and b) level of knowledge/understanding of topic.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Empirical and Quantitative Skills will be addressed by requiring students to read about research and theory in the sociology of sport, and possibly conduct brief field studies (i.e., interviews and observations) of social phenomena
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

related to the study of sport. In fact, one of the chapters in the book we use discusses the importance of research and theory in the sociology of sport. Students’ knowledge of these skills will primarily be tested/evaluated on exams (i.e., multiple choice and true/false).

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility will be addressed primarily by having students read about various topics related to ethics in sport, international sport, religion in sport, race, ethnicity, gender, sexual orientation, and social class in sport. Students will be evaluated primarily on exams (i.e., multiple choice and true/false).

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Texas A&M University
KINE 319 (599): Sociology of Sport (web-based)-3 credits
Spring 2013
January 14-May 8

General Course Information:
Instructor:
Dr. John N. Singer, Ph.D.
Associate Professor, Department of Health and Kinesiology
Division of Sport Management
355B Blocker
singerjn@hlkn.tamu.edu
979-845-5497
Office Hours: Wednesday and Thursday, 10am-12noon

Teaching Assistants:
Zack Damon (zack55damon@tamu.edu)

Course Orientation:
Please see and READ the KINE 319 "course orientation" document on the course website at http://elearning.tamu.edu

Required Course Materials:
The following textbook is REQUIRED for the course and can be purchased from the student book store on campus:

- Cunningham, G.B., & Singer, J.N. (Eds.) (2012). Sociology of sport and physical activity (2nd Ed.). College Station, TX: Center for Sport Management Research and Education. (Note: the book is blue)

- Video lectures for the course are available on the course website:
  http://elearning.tamu.edu

Nature of the Course
KINE 319: Sociology of Sport is taught online. Students are expected to A) read the chapters in the book, and B) listen to the lectures accessed through the course website. In addition, students are encouraged to print the PowerPoint slides associated with the lecture so that they can take notes while reading the chapter and watching the video lectures. The PowerPoint slides are also available on the course website. Students can listen to the lectures anywhere they have computer access (e.g., campus, home, etc.). Questions concerning the course should be directed FIRST to the teaching assistant at the appropriate email address above; and if for some reason your question or concern is not addressed after you've done this, then you should contact the instructor at the email address listed above or in person during office hours.
Correspondence related to the course is sent to your TAMU email account. Consistent with Student Rule 61.2.3 (http://student-rules.tamu.edu/rule61) students are expected to regularly check their TAMU email account for course-related communications.

**Course Objectives:**
As a result of this course, students should be able to understand and thoroughly discuss the following topics:
- an overview of the sociology of sport and the major principles of sport in society;
- the meaning and importance of social theories and research in sport;
- the ethical dilemmas, choices, and behaviors in sport and physical activity;
- the relationship between sport and health outcomes;
- the impact sport has on the economy;
- the nature and scope of sport on an international level;
- the symbiotic relationship between sport and the media;
- the impact of sport production and consumption on the environment;
- how sport can be used for social change and development in society;
- the types of deviant behavior in sport and ways to address its consequences;
- youth sport and its impact on children and adolescents;
- problems and issues in college sport;
- the significance of race and ethnicity, sex, gender, sexual orientation and social class in sport;
- the role of power, politics, and religion in sport

**Course Policies and Expectations**
Any exams/assignments missed without prior arrangements being made with the instructor and graduate teaching assistant **MAY NOT BE MADE UP.** The only exception to this policy is written documentation of a situation that absolutely prohibits you from completing that assignment in a timely manner.

**Attendance.** The attendance policy for this class will be administered in accordance with Student Rule #7: http://student-rules.tamu.edu/rule07.

**Plagiarism Statement.** As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”
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“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

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Extra Credit Policy. There is NO EXTRA CREDIT available in this course; any decision to deviate from this policy will be left solely to the discretion of the instructor for the course!
Point Structure:

<table>
<thead>
<tr>
<th>Item</th>
<th>Point</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: 350 100.0%

Grading Structure:
90-100% A
80-89% B
70-79% C
60-69% D
≤ 59% F

ASSIGNMENTS

Exams:
Three exams will be held throughout the semester. The first covers material from chapters 1-6; the second covers material from chapters 7-12; the third covers material from chapters 13-18 (see course calendar at end for details). Exam questions will be true-false and/or multiple-choice. ALL exams will be taken online at the elearning website; students can take each exam as soon as they desire from the time the instructor makes each available to the students (so as long as you take each by the respective deadline). Students can use their notes and books during the exam. However, students are NOT to work in groups in completing the exams, or receive outside help from other people in taking the exam (e.g., tutors, advisors, peers, etc.); students found to be doing so will be in violation of the honor code and will be reported!!

Socialization Paper:
Socialization has been described as the process of interacting with other people and learning the social customs, morals, and values of a society or community. This description implies that we as human beings are born into a social environment that influences how we think and view the world, and the decisions that we make concerning our lifestyles and the activities that we engage in as members of a particular society. With this in mind, students should address the following things in this paper: a) provide a brief overview of your experiences as a sport participant and/or spectator; b) discuss some of your most important sporting experiences, and how they have impacted you to this point in your life; c) discuss who some of the most important people have been as it relates to your socialization into sport; and d) reflect upon the effect that your involvement with sport over the years has had on your self-concept and social identity (see the sport socialization assignment guidelines on the course website for more details)
Tentative Course Calendar

Unit I: Chapters 1-6

Foundations of the sociology of sport and physical activity

Sociological theory and research

Ethics

Sport and health

Sport and the economy

International sport

Exam 1: Due Date: Thursday, February 14, 2013

Unit II: Chapters 7-12

Sport and the media

Sport, physical activity, and the environment

Sport for social change and development

Deviant behavior and sport

Sport and community

Youth sport

Exam 2: Due Date: Thursday, March 21, 2013

Sport Socialization Paper Due Date: Friday, March 29, 2013

Unit III: Chapters 13-18

Intercollegiate sport

Race matters in sport and physical activity

Gender issues in sport and physical activity
Social class and sport

Power and politics

Religion, sport, and physical activity

Exam 3: Due Date: Thursday, April 25, 2013
Application for CEHD Undergraduate Curriculum Committee Action Items

In addition to this application and requisite forms from Curricular Services, a memorandum and any supporting documents with appropriate signatures should be submitted. Curricular issues require formal approval (i.e. the UCC, Faculty Senate, Provost, and President). Please indicate the type of curricular issue you are submitting for consideration:

- [ ] New course
- [ ] Deletion of a course
- [ ] Course credit change
- [ ] Contact hour change (lab and lecture)
- [ ] Course title change
- [ ] Course description change
- [ ] Course number change
- [ ] Course prefix change
- [ ] Curriculum changes which increase credit hours required to complete a degree
- [ ] New degree programs
- [ ] Prerequisite changes
- [ ] Non-substantive requests such as name changes for a program or Department or degree
- [ ] Catalog revisions
- [ ] Admission Requirements for transfer and upper-division including GPA and/or course completion

Other: Core Curriculum Recent

Faculty will be invited to attend the CUCC meeting to provide further justification and/or clarification as necessary.

Date: 03/29/13 Submitted by: Paul Batista

Department: Health and Kinesiology Division: Sport Management

Justification for Request (Attach supporting or additional documents as necessary):

____________________

Core recertification - SPMT 319

____________________

____________________

____________________

____________________

Department Head: Richard Kreider Signature: 

To be completed by CUCC:
Date Considered: 04/12/13
Approved: 
Not Approved: 

Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Health & Kinesiology

2. Course prefix and number: SPMT 336

3. Texas Common Course Number: N/A

4. Complete course title: Diversity in Sport Organizations

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

   This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [x] Yes
   - [ ] No

7. How frequently will the class be offered? Every semester

8. Number of class sections per semester: 1 or 2

9. Number of students per semester: +/- 200 average

10. Historic annual enrollment for the last three years: 455 457 470

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

11. Submitted by:
    
    [Signature] John N. Singer

    Date: March 29, 2013

12. Approvals:
    
    [Signature] 3-29-13

    Date: 4/12/13

13. Department Head

    [Signature] 4/12/13

    Date:

14. College Dean/Designee

    [Signature] 4/12/13

    Date:

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

SPMT 336 (Diversity in Sport Organizations) examines an encompassing perspective of diversity within North American and international sport organizations. Specifically, the course provides students with an analysis and understanding of the various ways that people within sport organizations can differ, and how differences based on this diversity can impact life and work experiences and outcomes. The course treats issues of the non-dominant, historically under-represented elements of U.S. society, with a particular emphasis placed on racial, ethnic, and gender issues.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical thinking will be addressed by requiring students to read short articles (i.e., from both the academic and popular press) and write reaction papers to the readings. More specifically, students will not only have to provide a brief summary of the article key points, but most importantly, critically reflect on the arguments made in the article (i.e., discuss the strengths and weaknesses, detail why they agree and/or disagree with the arguments made, and provide implications the arguments have for theory and practice). We will use a rubric to grade and evaluate whether or not the students have sufficiently addressed the requirements: 1) summary, 2) critique, 3) implications. In addition, students might also be required to conduct a critical “racial awareness autobiography” detailing how they came to know themselves as a racialized being, and the implications this has for their life experiences and career aspirations. Students will be assessed in a similar manner to how they would be for the reaction papers.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication will be addressed by requiring students to write papers (e.g., reaction papers to various topics related to diversity in sport). A rubric will be created to test/evaluate how well the students adhere to proper grammar and the APA format in their writing. It is also possible that students might be required to give short oral presentations on various topics related to diversity in sport and physical activity. In this case, students would be graded/evaluated on a) how well and clearly they convey their message, and b) level of knowledge/understanding of topic.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Empirical and Quantitative Skills will be addressed by requiring students to read about research and theory in the diversity and diversity management, and possibly conduct brief field studies (i.e., interviews and observations) of social phenomena related to diversity in sport. Multiple chapters in the book we use discusses the importance of research and theory related to diversity in sport. Students’ knowledge of these skills will primarily be tested/evaluated on exams (i.e., multiple choice and true/false).

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility will be addressed primarily by having students read about various topics related to diversity (e.g., religion, race, ethnicity, sex, gender, sexual orientation, social class, age, appearance, physical and mental ability, legal issues) in sport. Students might also be encouraged/required to complete a “becoming a minority” assignment where they place themselves in a setting for a period of time where they are the the “minority” (i.e., member of a marginalized population) and write and talk about the experience. Students will be evaluated primarily on exams (i.e., multiple choice and true/false). In the case of the becoming a minority assignment, a rubric will be used to evaluate students’ adherence to a) their site visit, and b) brief written responses to questions about that experience.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Texas A&M University
SPMT 336 (500): Diversity in Sport Organizations (3 credits)
Tuesday and Thursday, 12:45-2:00 PM-BLOC 306
Fall 2012

INSTRUCTOR INFORMATION:
Associate Professor, Division of Sport Management
Dr. John N. Singer, Ph.D.
355B Blocker
979-845-5497
singerjn@hlkn.tamu.edu

Office Hours: Tuesdays and Thursday, 10:30am to 12:30pm; Wednesday, 2-3 pm; by appointment

Course Website: http://elearning.tamu.edu

DIVERSITY QUOTES:

“"The capacity to live with difference is, in my view, the coming question of the twenty-first century”
-British scholar, Stuart Hall

“We have a right to a diversity of voices. We are diverse. We don’t all have to agree on everything”
-Writer, Jill Nelson

“Differences are not intended to separate, or to alienate. We are different precisely in order to realize our need for one another”
-Activist and Anglican Bishop, Desmond Tutu

REQUIRED TEXTBOOK:


COURSE SCOPE AND RATIONALE:

This course examines an encompassing perspective of diversity within North American and international sport organizations. Specifically, the course provides students with an analysis and understanding of the various ways that people within sport organizations can differ, and how power differences based on this diversity impact life and work experiences and outcomes. The course treats issues of the non-dominant, historically under-represented elements of U.S. society, with a particular emphasis placed on racial, ethnic, and gender issues.
COURSE OBJECTIVES:
After completing this course, students should be able to:

1. provide an overview of diversity, including a definition of diversity and diversity management, and discuss the various reasons for the emphasis on diversity;
2. differentiate between the various ways of studying diversity;
3. provide an overview of the three major theory classes used to study diversity: managerial, sociological, and social psychological;
4. discuss the basic tenets of prejudice and discrimination and how they inform discussions of diversity in sport organizations;
5. understand and discuss the categorical effects of diversity, including how people differ based on race, sex, gender, (dis)ability, age, weight, appearance, sexual orientation, religious beliefs, social class, and so forth;
6. outline how diversity within a group influences subsequent processes and outcomes;
7. discuss how being dissimilar from others in a dyad or group influences subsequent attitudes, beliefs, and behaviors;
8. highlight the equal employment opportunity laws affecting diversity in the workplace;
9. discuss different methods for managing diversity in the organizational setting;
10. provide an overview of the categorization-based strategies that can be used to manage diverse groups;
11. discuss the different factors influencing the delivery of diversity effective training programs;
12. think and write critically about the concept of diversity and its impact on you and other individuals within the sport and society

NATURE OF THE COURSE:
This class will place a heavy emphasis on critical dialogue and discussion; very little lecture will take place, with the exception of the early portion of the course (to set the foundation). Class discussions will be centered on the assigned readings and other outside readings, the experiences and insights of the instructor and students, and critical questions posed by the instructor and the students. It is of utmost importance that each student fully participates in this course by: 1) attending class on a regular basis, 2) doing the assigned readings and other assigned activities before class, and 3) being reflective and critical during class discussions and dialogue. Students are strongly encouraged to generate questions before and after class sessions as a way to help facilitate the educational process. Additionally, students might also consider viewing sport programs (e.g., ESPN Outside the Lines; HBO Real Sports) and engaging in independent research pertaining to course topics. This class is all about expanding your horizons and learning more about yourself and others, and the implications this has for your life in general, and career in the (sport) workforce.
COURSE POLICIES AND EXPECTATIONS:

PLAGIARISM STATEMENT. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

AGGIE HONOR CODE. “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor. On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT. The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637. Additional information is available at http://disability.tamu.edu.

HARRASSMENT AND DISCRIMINATION. Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Please visit following website (http://student-rules.tamu.edu/statement.htm) for more information on the harassment and discrimination policy.
ATTENDANCE, MISSED ASSIGNMENTS, AND QUIZZES. The attendance policy for this class will be administered in accordance with Student Rule #7: http://student-rules.tamu.edu/rule07.

WRITTEN ASSIGNMENTS. All assignments are to be typed, using 1 inch margins, 12 point font, following APA formatting guidelines (double-spaced, in text references, reference list). Spelling, grammar, and formatting mistakes will count against the overall grade for the assignment. See the American Psychological Association Publications Manual (6th ed.). This is available at the campus bookstore or online at www.apa.org. Take advantage of the TAMU computer services and writing center at http://writingcenter.tamu.edu/

EMAIL PROFESSIONALISM. Consistent with Student Rule 61, email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it.
POINT STRUCTURE:

<table>
<thead>
<tr>
<th>Item</th>
<th>Point</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (13*20)</td>
<td>260</td>
<td>46%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>100</td>
<td>18%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>18%</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td>18%</td>
</tr>
<tr>
<td>Total Points</td>
<td>560</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRADING STRUCTURE:

- 90-100%  A
- 80-89%   B
- 70-79%   C
- 60-69%   D
- ≤ 59%    F

ASSIGNMENTS:

Quizzes- Beginning in week 2, students will take quizzes on the assigned readings (see course calendar for dates). The quizzes will be multiple choice, true/false, and/or short answer and will cover the key points from each chapter and relevant readings. In many cases, these quizzes will serve as the basis of our class discussions for the day’s topic. There are a total of 15 assigned quizzes, but only the 13 best scores will be counted toward your final grade. The quizzes are worth 20 points apiece.

Participation/Attendance- If students are not present for class and not generally invested (mentally, physically, or otherwise) in the course throughout the entire semester, they will not be in a position to reap the benefits of taking this course; therefore, in-class and out of class assignments have been created to encourage full participation and investment in this course. Although there will be no official attendance policy per se, the instructor will keep track of student attendance by circulating an excel spreadsheet for students to sign during each class meeting. Students can earn up to 100 points in participation/attendance. Judgment as to whether or not individual students have satisfactorily met the requirements for participation points will be left ultimately to the instructor.

Group Project & Presentation- Students will work in groups of approximately five. Each group will choose a particular sport organization to focus on; your groups will be required to present on the following: 1) overview and background history of the organization; 2) diversity issues and challenges facing this organization; 3) potential strategies for addressing these issues and challenges; 4) a case study of an individual, group, and/or event (this could include historical or present-day figures or happenings) within the organization that has impacted diversity within the organization, and the implications this has for diversity management within this organization and others similar to it. Students should create something tangible that could be used and disseminated for educational purposes (e.g., poster, trading cards, book markers, etc.). More details on this activity will be offered throughout the semester.

Final Exam- This will cover content from our readings, class discussions and assignments, videos, guest presentations, and other related materials. More details are forthcoming.
COURSE CALENDAR AND ACTIVITIES

NOTE: This calendar is tentative (subject to change, pending circumstances)

Week 1 (August 28 & 30)
- Introductions and overview of course syllabus and expectations (Aug. 28)
- “Pie Chart” exercise and discussion (Aug. 30)
- Students given “Becoming a Minority” assignment
- Students assigned to groups

Week 2 (September 4 & 6)
- Lecture and Discussion on “Diversity Matters” (Read Chapter 1) Quiz 1 (Tues, Sept. 4)
- Theoretical Tenets of diversity (Read Chapter 2) Quiz 2(Thurs, Sept 6)

Week 3 (September 11 & 13)
- Prejudice and Discrimination (Read Chapter 3); Quiz 3 (Tues, Sept 11)

Week 4 (September 18 & 20)
- Race and Ethnicity (Read Chapter 4); Quiz 4 (Tues, Sept. 18)
- Racial Awareness Autobiography Duc

Week 5 (September 25 & 27)
- Sex and Gender (Read Chapter 5); Quiz 5 (Tues, Sept. 25)

Week 6 (October 2 & 4)
- Sexual Orientation (Read Chapter 10); Quiz 6 (Tues, Oct. 2)

Week 7 (October 9 & 11)
- Religion (Read Chapter 9); Quiz 7 (Tues, Oct. 9)

Week 8 (October 16 & 18)
- Appearance (Read Chapter 8); Quiz 8 (Tues, Oct. 16)

Week 9 (October 23 & 25)
- Age (Read Chapter 6); Quiz 9 (Tues., Oct. 23)
- Mental and Physical Ability (Read Chapter 7); Quiz10 (Thurs., Oct. 25)

Week 10 (October 30 & November 1)
- Social Class (Read Chapter 11); Quiz 11 (Tues., Oct. 30)

Week 11 (November 6 & 8)
- Legal Aspects of Diversity (Read Chapter 12); Quiz 12 (Tues., Nov. 6)
Week 12 (November 13 & 15)
- Managing Diverse Organizations (Read Chapter 13); Quiz 13 (Tues., Nov. 13)
- Managing Diverse Groups (Read Chapter 14); Quiz 14 (Thurs., Nov. 15)

Week 13 (November 20 & 22)
- Diversity Training (Read Chapter 15); Quiz 15 (Tues., Nov. 20)
- No Class on Thursday, November 22 (Thanksgiving holiday observed)

Week 14 (November 27 & 29)
- “Becoming a Minority” Assignment Due; class discussion (Tues, Nov. 27)
- Student Presentations (Thurs., Nov. 29)

Week 15 (December 4 & 6)
- Student Presentations (Tuesday is last day of classes)
- No class on Thursday; Redefined day

Final Exam: Wednesday, December 12, 8-10 am
Application for CEHD Undergraduate Curriculum Committee Action Items

In addition to this application and requisite forms from Curricular Services, a memorandum and any supporting documents with appropriate signatures should be submitted. Curricular issues require formal approval (i.e. the UCC, Faculty Senate, Provost, and President). Please indicate the type of curricular issue you are submitting for consideration:

☐ New course  ☐ New degree programs
☐ Deletion of a course  ☐ Prerequisite changes
☐ Course credit change  ☐ Non-substantive changes such as name changes for a program or Department or degree
☐ Contact hour change (lab and lecture)  ☐ Catalog revisions
☐ Course title change  ☐ Admission Requirements for transfer and upper-division including GPA and/or course completion
☐ Course description change  ☐ Other: Core Curriculum Reset
☐ Course number change
☐ Course prefix change
☐ Curriculum changes which increase credit hours required to complete a degree

Faculty will be invited to attend the CUCC meeting to provide further justification and/or clarification as necessary.

Date: 03/29/13  Submitted by: Paul Batista

Department: Health and Kinesiology  Division: Sport Management

Justification for Request (Attach supporting or additional documents as necessary):

Core recertification - SPMT 336

Department Head: Richard Kreider  Signature:

To be completed by CUCC:
Date Considered: 4/12/13
Approved:  
Not Approved:  


Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Health & Kinesiology

2. Course prefix and number: SPMT 337

3. Texas Common Course Number: N/A

4. Complete course title: International Sport Business

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [x] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [x] Social and Behavioral Sciences

   current core - yes
   current ICD - yes

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [x] Yes
   - [ ] No

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: 1 or 2

10. Number of students per semester: +/- 275 average

11. Historic annual enrollment for the last three years: 529 696 697

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department

submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
    Gregg Bennett
    Course Instructor
    3-29-13
    Date

13. Approvals:
    [Signature]
    4/1/13
    Date

14. Department Head
    [Signature]
    4/14/13
    Date

15. College Dean/Designee
    [Signature]

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

Associate Provost
for Undergraduate Studies

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The main objective of SPMT 337 (International Sport Business) is to make students aware of the magnitude of the global expansion and development of sport, to familiarize them with major "players" (firms and organizations) on the global scene, major issues in global sports, and to emphasize the business opportunities that are created internationally. Thus, the exploration of behavior and interactions among people, groups, institutions and events is central to this course.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical thinking will be addressed by requiring students to read current academic and mainstream literature (i.e., from both the academic and popular press). More specifically, students will be assessed on the readings via examinations and quizzes. The course will have reflective paper writing assignments that assess their ability to respond to higher order thinking questions via short answer responses following readings. For example, students will provide a brief summary of the key points of the article, but more importantly, critically reflect upon the arguments made in the article (i.e., discuss the strengths and weaknesses, detail why they agree and/or disagree with the arguments made, and provide implications the arguments have for theory and practice). We will use a rubric to grade and evaluate whether or not the students have sufficiently addressed the requirements: 1) summary, 2) critique, 3) implications.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Course communication will be addressed by requiring students to write a paper or construct a video presentation about sports played in a specific country outside of the United States. This paper or presentation, titled Sports Across the Globe, requires students to research the development and current status of sport in one country. The paper or presentation should include: a general profile of the country investigated (location, population, language, religion, political status, major industries); historical background of sports and athletic competitions in that country; popular participation and spectator sports, and major competitions in that country; national governing bodies; political conditions that have had a significant impact on the organization of sport in that country; and government involvement in the organization of sport. Presentation dates will be determined by geographic location of countries. A rubric will be created to test/evaluate how well the students adhere to proper grammar and the APA format in their writing for those that choose the paper option. Students who
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

choose the presentation option will be graded/evaluated on a) how well and clearly they convey their message, and b) level of knowledge/understanding of topic.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Empirical and Quantitative Skills will be addressed by requiring students to read about research and theory involving international sport business issues. Students’ knowledge of these skills will primarily be tested/evaluated on exams (i.e., multiple choice and true/false).

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social Responsibility will be addressed primarily by having students read about various topics related to international sport. Topics and course objectives include intercultural competence, civic responsibility and the ability to engage in global communities as core tenets of the class.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
TEXAS A&M UNIVERSITY
Department of Health and Kinesiology

SPMT 337 –Section 599
International Sport Business
Fall 2012

Instructor: Gregg Bennett, E.d.D.
Associate Professor and Director of CSMRE
Blocker 338
gbennett@hlkn.tamu.edu
979.645.0156
http://csmre.net/
Department of Sport Management
Texas A&M University

Graduate Assistants: Courtney Hodge, Jami Lopbries, and Brandon Brown
Office: 341 Blocker
Office Hours: By appointment only
Email: courtneymhodge@neo.tamu.edu (best method of contact)

ATTENTION: Dr. Bennett is the instructor on record for SPMT 337. If you have any questions, please contact him at GBennett@hlkn.tamu.edu. You can also contact Courtney Hodge at courtneymhodge@neo.tamu.edu.

Course Overview:
The main objective of this course is to make students aware of the magnitude of the global expansion and development of sport, to familiarize them with major “players” (firms and organizations) on the global scene, major issues in global sports, and to emphasize the business opportunities that are created internationally. An underlying thesis focuses on the contrasts from the US (and yes, Texas) sport industry to foreign markets.

Objectives
- Understand the body of knowledge in international sport business
- Develop a knowledge base regarding international sport business research
- Become aware of the regional, national, and geographic sports culture
- Develop a knowledge base regarding international sporting events
- Appreciate the complexity of international governing bodies of sport
- Understand the historical development of international sport business and global sport expansion
- Describe U.S. global sport exportation and importation
- Comprehend international monetary systems
- Discuss economic integration as it relates to global markets
- Learn concepts, principles, and terminology as it relates to international sport marketing
- Critically examine the promotion of international sports products
- Understand the complexity of licensing and merchandizing of sport in international markets
- Understand the historical development and importance of The Olympic Movement
• Obtain an understanding of the plethora of opportunities for a career in the international sport business industry
• Identify major social, cultural, ethical, and business issues facing international sport business

Course Materials:
• Video lectures and notes will be available on the course website.
• There is no book required for this course

Please keep in mind that as you work through the course materials, you may contact Courtney Hodge if you need clarification on any of the course content.

Course Website:
This section of SPMT 337 is the on-line version of the course and is designed for students to work independently to master course content and skills. The lectures, notes, and materials for this course are provided on the course website: http://courses.cehd.tamu.edu (please bookmark this site). To access the course content please follow these steps:

1. Go to http://courses.cehd.tamu.edu
2. Click on "Login for Texas A&M Faculty, Staff, and Students"
3. When prompted, enter your NetID and password
4. Then click on the link for "SPMT 337 International Sport Business"
5. Once logged into the course you will use the links located in the course menu on the homepage to navigate through the course content.

Required Software:
• Internet Explorer or Firefox
• Windows Media Player
• NEO
• Adobe Reader (most recent version)

**A link is provided on the course website in the "Course Menu" under "Required Materials." If you need any assistance with the required software please contact Courtney Hodge

Technical Support:
If you are experiencing any technical problems with the website or the course lectures please contact Courtney Hodge @ courtneymhodge@neo.tamu.edu. This is the quickest way to receive technical assistance regarding issues with the website or software required for the course.

Course Grade:
The grade received on your quizzes and exams will be counted as total course points towards your final grade. The total class points will be 100; 10 points for quizzes (with lowest score being dropped) and 90 points for exams (each exam is 30 points). Note: The exams are not cumulative. All assignments are posted and must be completed on the course website no later than 5:00pm on the due date. Any assignments that are emailed to the course email address will not be accepted. Completion of all assignments is up to you, please take note of all due dates and exam times now. Make up exams will only be given to students with University Excused absences. If you have a University Excused absence, please notify the instructor as soon as possible to ensure the exam is made up in a timely manner. For more information on
the University’s Attendance and Absence policy, please visit http://student-rules.tamu.edu/rule07.

Grades in SPMT 337 will be determined according the following course point structure:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Exam 1</td>
<td>30 points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30 points</td>
</tr>
<tr>
<td>Exam 3</td>
<td>30 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10 points</td>
</tr>
<tr>
<td>Total Points</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the following course point structure:
- A = 90 - 100 points
- B = 80 - 89 points
- C = 70 - 79 points
- D = 60 - 69 points
- F = 60 points and below

It is your responsibility to earn the grade you would like to receive in this course, therefore no extra credit opportunities will be given throughout the duration of the course. Please do not contact Courtney or Dr. Bennett to request extra credit, as the entire class will be notified should an extra credit opportunity become available. In addition, the grade you earned is the grade you will be given. If you email Courtney or Dr. Bennett requesting a curve, asking if you have another point or two, or anything similar to that, we will not respond.

Study & Preparation Suggestions:
- SPMT 337 is a challenging course and you should expect to spend at least 20-30 hours per week on this course.
- Listen to the online orientation or schedule an appointment by e-mailing courtneymhodge@neo.tamu.edu to discuss any questions or problems with the course content.
- Complete all readings as assigned.
- Print out the notes and take detailed notes from the lecture. You must listen to the lecture.
- Regularly review your slides and class notes.
- Locate the testing room the night before the exam.
- Regularly check the website and your neo account for any updated course information.
- Ask any questions you may have regarding the course content and readings. The graduate assistant is always here to help you throughout the entire course.

Quizzes (10 points): There will be three “open-book” reading quizzes throughout the semester. Quizzes will be proctored through the Moodle course website (see address above). These online quizzes are designed to help you assess your mastery of chapter material and to expose you to the type of questions you may expect to see on the exams. In addition, it is our way of making sure you are keeping up with the course. That is why you are only asked
questions from the first few lectures and readings.

All online quizzes are to be individual assignments. If you are suspected of completing course assignments with another person or within a group, as determined by activity reports on the course website, you will be contacted and given the option for adjudication. At the bottom of each module page, you will find the link to each module quiz. Once you click on the link you will be redirected to the module quiz, complete with directions and another link to take the quiz when you are ready. **You will be given 15 minutes to complete each quiz and you will only have one attempt.** To complete the quiz and submit it for grading you must click on the "submit all and finish button." If you click on the "save without submitting" button the timer will continue to count down and at the end of 15 minutes your quiz will automatically be submitted even if you log off the course website. When you complete the quiz, you will see only your quiz score. If you want to review your quiz you will have to go to Courtney Hodge’s office hours. You will be responsible for completing each module quiz by the assigned due date. Each quiz has 5 questions and is worth 5 points. **The lowest scored quiz will be dropped.**

**Warning:** On all quizzes there is a 15 minute time limit. You will receive a zero if you do not summit your grade before the time limit is up. Remember to save your answers before submitting your quiz.

**Quiz 1 due on or before Monday, February 4th.**
Quiz 1 only covers:

- Video: Course Intro file
- Lecture Video: It is not in the triangle? An overview of International Sport Business (ISB) file
  - Notes: It is not in the triangle? An overview of International Sport Business (ISB) PDF document
  - Reading: The Globalization of North American major sports leagues – it can’t be stopped file
  - Reading: Economic globalization of sport PDF document
- Lecture Video: They did all that without the Internet? History of ISB file
  - Notes: They did all that without the Internet? History of ISB PDF document
  - Reading: Ambassadors in Pinstripes PDF document

**Quiz 2 due before Friday, March 8th.**
Quiz 2 only covers:

- Lecture Video: International Sports Events (Part 1) file
  - Notes: International Sporting Events I PDF document
  - Reading: Rings Side Seat PDF document
  - Reading: International Olympic Committee file
- Lecture Video: International Sports Events (Part 2) file
  - Notes: International Sporting Events II PDF document
  - Reading: History of FIFA PDF document
  - Reading: History of Formula One file

**Quiz 3 due on or before Monday, April 15th.**
Quiz 3 only covers:

- Lecture Video: Case Study Brazil file
  - Notes: Case Study Brazil PowerPoint presentation
- Lecture Video: Case Study Cuba file
  - Notes: Case Study Cuba PowerPoint presentation
- Lecture Video: Case Study England file
  - Notes: Case Study England PowerPoint presentation

**Exams and Procedures (90 points):** Three examinations, each covering one learning module,
will be proctored throughout the semester. Each module will have one examination and will be worth 30 points each. The exams consists of 50 multiple choice questions. Exams will be given on the second floor of the Student Computing Center (SCC 210F). Please bring your university ID with you. Exams will be taken on the computer. Each exam will be worth 30 points of your final course points. **You will be given 45 minutes to complete each exam and you will only have one attempt.** (Note: the times below show that you only get 30 minutes. This is done because many people finish within 30 minutes. Regardless of your time, you will get 45 minutes if you want it.)

Please take note of your designated exam date and time. If you are unable attend on your designated time, you must email courtneymhodge@tamu.edu **48 hours prior** to the first night of testing with an excused absence (please see acceptable rescheduling reasons below). In the very rare instance where a student cannot make it to campus, it is possible to arrange a proctor to oversee the exam. The proctor's name and contact information (e.g., phone, email, fax, and location) must be provided to the instructor **at least one week prior** to the exam. A copy of the exam will then be sent to the proctor, who will in turn administer it to the student. Taking the exam from a proctor is contingent upon instructor approval. Proctors can be found at organizations such as Sylvan Learning Center, local universities, and the like.

**Exam 1 (Module I): Friday, February 22nd** covers Module I and is worth 30 points. The exam 1 times will be based on students’ last names:

<table>
<thead>
<tr>
<th>Exam 1 (Module 1) schedule</th>
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<tbody>
<tr>
<td><strong>Last Name</strong></td>
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<td>---------------</td>
</tr>
<tr>
<td>Friday, February 22nd</td>
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<tr>
<td>A - I</td>
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<td>J - Q</td>
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<td>R - Z</td>
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<tr>
<td>All exams will be held on the second floor of the Student Computing Center (SCC RM 210F)</td>
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**Exam 2 (Module II): Thursday, March 28th** Module 2 and is worth 30 points. The exam 2 times will be based on students’ last names:

<table>
<thead>
<tr>
<th>Exam 2 (Module 2) schedule</th>
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<tbody>
<tr>
<td><strong>Last Name</strong></td>
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<tr>
<td>---------------</td>
</tr>
<tr>
<td>Thursday, March 28th</td>
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<tr>
<td>A - I</td>
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<tr>
<td>J - Q</td>
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<tr>
<td>R - Z</td>
</tr>
<tr>
<td>All exams will be held on the second floor of the Student Computing Center (SCC RM 210F)</td>
</tr>
</tbody>
</table>
Exam 3 (Module III): Thursday May 2\textsuperscript{nd} covers Module 3 and is worth 30 points. The exam 3 times will be based on students’ last names:

<table>
<thead>
<tr>
<th>Exam 3 (Module 3) schedule</th>
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<tbody>
<tr>
<td><strong>Thursday, May 2\textsuperscript{nd}</strong></td>
</tr>
<tr>
<td>A - I</td>
</tr>
<tr>
<td>J - Q</td>
</tr>
<tr>
<td>R - Z</td>
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</tbody>
</table>

When a test is not taken prior to the scheduled exam night, you fail to take the exam on the approved exam night and/or documentation of absence is not provided to your graduate assistant, a grade of "0" will be given.

If you have any conflict with either of your scheduled exam dates please read the rescheduling instructions located below:

- **Acceptable Rescheduling Reasons:** Please note that it is your responsibility to provide proper documentation to substantiate that your absence is excused (according to Texas A&M University regulations). You MUST provide documentation of your acceptable excuse at least 48 business hours prior to the first testing night. Below are some examples of the acceptable rescheduling reasons:
  - Have a class at the same time (your official class schedule will need to be submitted)
  - Documented illness or injury (doctor’s note needs to be submitted)
  - Any reason for which you can produce a university excused absence

- **Unacceptable Rescheduling Reasons:** If you have an unacceptable reason that prevents from taking the exam on the schedule night, please contact your graduate assistant to make other arrangements prior to exam night. If you do not have an acceptable reason for rescheduling your exam and you do not take your exam early, you will receive a zero for an exam grade.
  - Conflict with extracurricular activities
  - Undocumented personal illness
  - Conflict with athletic practices

- **Make up Exams for Acceptable Rescheduling Reason:**
  - You will be allowed to take the exam in our office before the scheduled exam nights or on exam days. The day and time of your rescheduled exam will need to be approved by your graduate assistant.
  - If you miss your scheduled exam date and cannot provide documentation of an approved excuse, you will not be allowed to make up the exam. A score of 0 will be given
Academic Honesty:
The Aggie Honor Code states:

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Upon accepting admission to Texas A&M University, individuals immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not excuse any member of the Texas A&M University community from the requirements or the processes of the Honor system. Please think about what this honor code means, and let it shape and guide your behavior. For additional information please visit: http://www.tamu.edu/aggiehonor.

Academic Dishonesty Procedures:
Should you be suspected of academic dishonesty, the course instructor will have the option to send the matter to the Honor Council or can adjudicate the case through the department. You will be notified via e-mail of the intent to submit the case to the Honor Council or of the appropriate steps to take to adjudicate the matter through the department. Texas A&M University is required by law to discuss these matters only with the student. The instructors, staff, and graduate assistants of the Office of Health Informatics cannot and will not discuss any academic issues with anyone other than the student including parents and/or guardians.

There is no cheating permitted. During the exam only one window that of the class website (exam) is allowed open. If multiple windows during the exam this is cheating. We are able to check website activity.

Student Services for Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Department of Student Life, Services for Students with Disabilities, in Room 118 in the Cain Building or call 979-845-1637.

The exams will not be comprehensive. The specific content to be covered on each exam is outlined below.

EXAM 1 OUTLINE

- Video: Course Intro file
- Lecture Video: If it is not in the triangle? An overview of International Sport Business (ISB) file
  - Notes: If it is not in the triangle? An overview of international Sport Business (ISB) PDF document
  - Reading: The Globalization of North American major sports leagues – it can’t be stopped file
  - Reading: Economic globalization of sport PDF document
- Lecture Video: They did all that without the Internet? History of ISB file
  - Notes: They did all that without the Internet? History of ISB PDF document
  - Reading: Ambassadors in Pinstripes PDF document
- Module 1 Quiz
- Lecture Video: The Cowboysization of Sport: Sport as a Globalization Agent file
  - Notes: The Cowboysization of Sport: Sport as a Globalization Agent PDF document
  - Reading: The Globalization of McDonaldization file
  - Reading: Soccer vs. McDonald PDF document
- Lecture Video: It’s like Art Vandelay’s line of work: importing and Exporting American Sport file
• Notes: Its like Art Vandeyes line of work: Importing and Exporting American Sport PDF document

- Lecture Video: We play futbol too: Cultural Implications in ISB file
  - Notes: We play futbol too: Cultural Implications in ISB

EXAM 1— The Exam 1 will cover MODULE 1. Please bring your student ID. Please see the dates and times above. If you have any conflicts with the exam times below or you are taking the course at a distance, please contact Courtney Hodge at courtneyhmhodge@neo.tamu.edu

EXAM 2 OUTLINE

- Lecture Video: International Sports Events (Part 1) file
  - Notes: International Sporting Events I PDF document
  - Reading: Fings Side Seat PDF document
  - Reading: International Olympic Committee file
- Lecture Video: International Sports Events (Part 2) file
  - Notes: International Sporting Events II PDF document
  - Reading: History of FIFA PDF document
  - Reading: History of Formula One file
- Module II Quiz 2
- Lecture Video: International Sports Marketing (Part 1) file
  - Notes: International Sport Marketing I PDF document
  - Reading: Global Brand Equity PDF document
- Lecture Video: International Sports Marketing (Part 2) file
  - Notes: International Sport Marketing II PDF document
- Lecture Video: Global Sport Sponsorship file
  - Notes: Global Sport Sponsorship PDF document
  - Reading: The Global Age PDF document
  - Reading: Global Sport Sponsorship PDF document
- Lecture Video: Licensing & Merchandising file
  - Notes: Licensing and Merchandising PDF document
- Lecture Video: Internet and Competitive Advantage in Global Sports file
  - Notes: The Internet and Competitive Advantage in Global Sport PDF document

EXAM 2— The Exam 2 will cover MODULE 2. Please bring your student ID. The Exam dates and times are above. If you have any conflicts with the exam times below or you are taking the course at a distance, please contact Courtney Hodge at courtneyhmhodge@neo.tamu.edu

Exam 3 OUTLINE

- Lecture Video: Case Study Brazil file
  - Notes: Case Study Brazil PowerPoint presentation
- Lecture Video: Case Study Cuba file
  - Notes: Case Study Cuba PowerPoint presentation
- Lecture Video: Case Study England file
  - Notes: Case Study England PowerPoint presentation
- Quiz 3
- Lecture Video: Case Study Japan file
  - Notes: Case Study Japan PowerPoint presentation
- Lecture Video: Case Study Canada file
  - Notes: Case Study Canada PowerPoint presentation
- Lecture Video: Case Study Australia file
  - Notes: Case Study Australia PowerPoint presentation

EXAM 3— The Exam 3 will cover MODULE 3. Please bring your student ID. The Exam dates and times are listed above. If you have any conflicts with the exam times below or you are
taking the course at a distance, please contact Courtney Hodge at courtneyhmhodge@neo.tamu.edu

**Copyrighted Materials:**
Most of the handouts and lecture materials used in this course are copyrighted (including but not limited to syllabus, exams, and web-based materials). These are legally protected documents, so please do not reproduce these materials for any use other than those related to this course.

**Disclaimer:**
Should you have any problems or comments that you would like to share about the online courses, please contact Courtney Hodge at courtneyhmhodge@neo.tamu.edu

**Caveat:**
The schedule and procedures in this course are subject to change in the event of extenuating circumstances.