

SPM 7900: Readings in Athlete Development

Instructors:

Dr. Christopher McLeod

This readings course provides an in depth and integrative study of topics in athlete development. Specifically, this course will focus on the personal aspects of athlete development to help elite athletes grow and succeed in life away from sports and in life after retirement from sports competition. The scope and coverage of the readings are intended to provide a survey of key concepts and theories in athlete development areas of research, identify gaps in these research areas, and provide the tools to be able to answer specific research questions and offer theoretical and practical contributions to the field of sport management.

Course objectives

- Conduct a critical review of relevant literature on the selected topical areas
- Identify research gaps and raise research questions in the selected topic
- Propose a research project or conceptual framework that contributes new knowledge in the selected topic

Evaluation

	% breakdown
Reflection Papers	30
Discussion Sessions on weekly reflections	10
Research proposal/Conceptual paper	50
Research proposal/Conceptual paper presentation	10
Total	100

Readings

Three readings will be assigned per week. The instructor will provide the readings through a Canvas E-Learning course.

Unit reflections

The student will submit to the faculty advisor a 4 to 6-page reflection on the readings. While the reflection must accurately portray the findings, theory, conclusions etc. of the readings, students should aim at presenting new ideas, syntheses, critiques, translations, or speculations about the topic of interest rather than simply reviewing the literature. Reflections do not need to cover all the readings for the topic but must cover any relevant readings. Students may draw on additional literature to develop their arguments. Reflections should conclude with potential future research ideas, theoretical implications, or “next steps” that proceed from the reflection. Students are

encouraged to be creative and daring. Paper should be double-spaced using 12 size font, and follow APA formatting guidelines.

Research proposal/Conceptual paper

The student will develop a 15-page paper (minimum) using APA formatting, selecting one of the two following options:

1. Research Proposal

Introduction: lay out the problem, briefly mention what is lacking in the literature and conclude with the study's purpose and research question(s).

Literature review: discuss the relevant theoretical frameworks that support the research question of the study, the relationships among the variables of the study the student proposes to interrelate and conclude with a research framework (or model) with research hypotheses or propositions. . Use subheadings wherever possible for reader clarity.

Method, Analysis: Lay out the research design that can answer the research question and test research hypotheses. Provide measurement details, study population/sample, expected analysis details

Potential Contribution: Describe how this study might contribute to the literature and the specific sport industry segment, regardless of the results.

2. Conceptual Paper

Introduction: lay out the problem, briefly mention what is lacking in the literature and conclude with the paper's purpose. Highlights the tensions, inconsistencies, and contradictions surrounding an issue.

Literature review: Discuss the relevant literature in which the theoretical and/or conceptual frameworks are situated.

Framework/Propositions: Highlights the relevant literature that forms your argument, creating propositions that extends a theoretical space and provides bridges across constructs.

Discussion and Implications: Summarizes the contribution of your propositions, and provides the theoretical, practical, and research implications for them.

Research Proposal/Conceptual Paper presentation

Develop a power point presentation that addresses the key sections of your paper. The presentation should not last more than 20 min in duration.

Grading Scale

(There will be no rounding of the grades, no exceptions). The final grade will be assigned according to the following grading scale:

A	= 100-93	C(S)	= 76.99-73
A-	= 92.99-90	C-(U)	= 72.99-70
B+	= 89.99-87	D+	= 69.99-67
B	= 86.99-83	D	= 66.99-63
B-	= 82.99-80	D-	= 62.99-60
C+	= 79.99-77	E	= 59.99-0

Course schedule

	Instructor	Topic title	Assignments due
Week 0			
Week 1	McLeod	Athlete Development as an Academic Discipline	
Week 2			Reflection Paper 2 hour meeting
Week 3	McLeod	Athlete Career Development and Transitions	
Week 4			Reflection Paper 2 hour meeting
Week 5	McLeod	A Capabilities Approach to Athlete Development	
Week 6			Reflection Paper 2 hour meeting
Week 7	McLeod	Organizational Context of Athlete Development	
Week 8			Reflection Paper 2 hour meeting
Week 9	McLeod	Athlete Activism and Social Justice	
Week 10			Reflection Paper 2 hour meeting
Week 11	McLeod	Athlete Branding and Media Literacy	
Week 12			Reflection Paper 2 hour meeting
Week 13	McLeod	Future Directions in Athlete Development	
Week 14			Reflection Paper 2 hour meeting
Week 15			Presentation Final Paper

Statement of University's Honesty Policy (use of copyrighted materials and unethical exam behaviors)

"UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates

academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office at <http://www.dso.ufl.edu/drc/>. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework. If any student has a need for a special accommodation, please let me know within the first week of class to insure any necessary accommodations.

Late assignment policy

Late Assignments will be accepted with a penalty of 10% per calendar day late.

Attendance policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Campus Resources

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student. Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask> Various ways to receive assistance with respect to using the libraries or finding resources

Rubrics used for weekly reflection paper

Criteria	Exemplary (27-30 points)	Good (24-26 points)	Acceptable (21-23 points)	Unacceptable (<20 points)
Purpose	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The purpose or argument is generally unclear.
Content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains minimal insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Writing Feel	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.
Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization, etc.) and sentence structure and length	The writing is free or almost free of errors. Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another. Paper is the number of pages specified in the assignment.	There are occasional errors, but they don't represent a major distraction or obscure meaning. Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	The writing has many errors, and the reader is distracted by them. Some sentences are awkwardly constructed so that the reader is occasionally distracted.	There are so many errors that meaning is obscured. The reader is confused and stops reading. Errors in sentence structure are frequent enough to be a major distraction to the reader. Paper has more or fewer pages than specified in the assignment.