

# Social Issues in Sport

SPM 3012

Class # 14595 (section SM03)

3 Credits | Spring 2025

FLG 245

Connect with SPM



[www.facebook.com/UFSPM/](http://www.facebook.com/UFSPM/)



<https://www.instagram.com/ufspm/>



<https://twitter.com/ufspm>



<https://www.linkedin.com/school/ufspm/>

**\*THIS IS NOT A WORDS SECTION.**

## Course Information

### INSTRUCTOR

**Dr. Cynthia Willming**

Office: FLG 300A

Office Phone: 352-294-1662

Preferred Method of Contact: [willming@hhp.ufl.edu](mailto:willming@hhp.ufl.edu)

*Expect a response within 24 hours M – F, 48 hours after 4pm Fri, and 48 hours on Sat or Sun.*

### OFFICE HOURS

MW (2:45 pm – 3:45 pm) or by appointment.

### MEETING TIME/LOCATION

MWF (11:45 am – 12:35 pm) Florida Gymnasium (FLG) 245.

## COURSE DESCRIPTION

- This course explores societal implication of sport in history and heritage, youth programs collegiate, and professional situations, and the involvement of minority groups, women, business, and industry.

## COURSE LEARNING OBJECTIVES:

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

- Evaluate how sports impact society as well as how society impacts sports.
- Analyze the major sociological issues associated with gender, social class, race, and media, in sports.
- Describe the business of youth, college, and professional sports from a sociological perspective.
- Discuss how competition and the professional commercial model of sport have an impact on the youth and college sport system.
- Summarize the relationship between society and sports.
- Develop clear solutions that sport leaders can use to improve many issues challenging sports in contemporary society.

## PREREQUISITE KNOWLEDGE AND SKILLS

- Sophomore standing or instructor permission.
- Social Issues in Sport is designed to acquaint students with the principles and applications of social issues within the sport industry. The course is grounded in sociological research and requires critical thinking to investigate the links between many of the major issues facing sport organizations today.

Specifically, we will assess the intersection of race and sports, gender and sports, class and sports, media and sports, as well as the issues plaguing youth, college, and professional sports in American society.

## REQUIRED AND RECOMMENDED MATERIALS

- Woods, R. and Butler, N. (2021). Social Issues in Sport. (4<sup>th</sup> Edition). Champaign, Illinois, Human Kinetics. ISBN: 9781492593850
- This course will be participating in the **UF All Access** program this semester. Students will have two options to gain access to the required textbook when classes begin. Students will have a choice to “Opt-In” to access the textbook through a link provided in CANVAS for a reduced price and pay for the textbook through their student account. Students who do not choose this option will be able to purchase a standalone code through the UF Bookstore. Both options provide access to the same online materials.
- Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

## MATERIALS AND SUPPLY FEES

There are no supply or material fees for this course.

## COURSE FORMAT

- **Instructional Methods:** This course consists of synchronous lectures, readings, and in-class discussions to provide students with a variety of learning methods. You are responsible for observing all posted due dates and are encouraged to take responsibility for your learning.
- **Minimum Technology Requirements:** The University of Florida expects students to acquire computer hardware and software appropriate to his or her degree program. Most computers can meet the following general requirements. A student’s computer configuration should include:
  - Stable Broadband connection to the Internet and related equipment (Cable/DSL modem)
  - Microsoft Office Suite installed (provided by the university)
- **Minimum Technical Skills:** To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.
- **Digital Information Literacy Skills:**
  - Canvas is a learning management system and is the platform for this course. You can find help using Canvas at <https://community.canvaslms.com/t5/Student-Guide/tkbp/student>
  - Using online libraries and databases to locate and gather appropriate information
  - Using computer networks to locate and store files or data
  - Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters
  - Analyzing digital information for credibility, currency, and bias (e.g., disinformation, misinformation)
  - Properly citing information sources
- **Zoom:** Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

## Grading

The table below provides an outline of the assessments for this course.

Evaluation Components	Points Per Component	% of Total Grade (unweighted)
Discussion Group Contract (1)	20 pts each = 20 pts	20/390 = 5%

Discussion Group Assignments #s 1-3 (3 x 20 pts.)	20 pts each = 60 pts	60/390 = 15%
Quizzes (2) (100 x 2 pts.)	100 pts each = 200 pts	200/390 = 51%
Individual Reaction Papers #s 1-3 (3 x 20 pts.)	20 pts each = 60 pts	60/390 = 15%
Random Attendance (10 x 5 pts.)	5 pts each = 50 pts	50/390 = 14%
	<b>390 points possible</b>	<b>100%</b>

## **Evaluation of Grades:**

**Evaluation Components** – The evaluation components for this course consist of a discussion group contract, discussion group assignments 1-3, 2 Quizzes, Individual Reaction Papers 1-3, and 10 days of random attendance. The evaluation components are in CANVAS and due on specified dates. It is prudent to complete coursework well before the due date because **late or emailed work is not accepted in this course** unless in accordance with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### **Discussion Group Contract (20 pts):**

- The instructor will assign discussion groups during the first week of class.
- Each student will individually submit the Discussion Group Contract to Canvas with all group member names.
- Submit assignments using Word. Name the file as follows: Last name, first initial, and name of the assignment (e.g., Willming C Motivation.doc or pdf).

### **Discussion Group Assignments (3 x 20 pts = 60 points):**

- The purpose of discussion group assignments is to assist students in understanding course material outside of the classroom through interactions with other students.
- In pre-assigned groups, students will write three 250-word papers to convey the group's response to various prompts using appropriate citations.
- Include a word count for each assignment. Points will be deducted if this is not included.
- Each student will individually submit the three discussion group assignments to Canvas with all group member's names.
- Submit assignments using Word. Name the file as follows: Last name, first initial, and name of the assignment (e.g., Willming C Motivation.doc or pdf).

### **Quizzes I and II (2 x 100 pts = 200 points):**

- Each quiz will consist of 50 questions, 2 points per question, totaling 100 points. Questions will be multiple choice, true/false, fill-in-the-blank, and short answer. Students are not permitted access to any kind of materials, notes, or persons during the quizzes. The course instructor generates quiz questions. Most of your preparation for the quiz should be given to the lecture notes and the textbook but also focus on supplemental materials. Quizzes are taken in the classroom with 50 minutes to complete the quiz.

### **Individual Reaction Papers (3 x 20 pts = 60 points):**

- Individual reaction papers are designed to assist students in expanding their knowledge and understanding of social issues and sport.
- Individual students are to write three 250-word reaction papers based on content discussed during class with appropriate citations.
- Include a word count for each assignment. Points will be deducted if this is not included.
- Submit assignments using Word. Name the file as follows: Last name, first initial, and name of the assignment (e.g., Willming C Motivation.doc or pdf).

### **Random Attendance (10 x 5 pts = 50 points):**

- Random attendance will be taken ten times during the semester.

## GRADING SCALE

- Grades are posted in the CANVAS gradebook. Grades are dependent on the student's performance measured by evaluation components. Final grades are based on the accumulation of points the student earns throughout the semester. Total points are converted to letter grades using the grading scale below.
- **Grades ending in .45 will be rounded up.**
- The grading scale is strictly enforced and unchangeable. **The instructor will NOT change grades** because the student is unhappy with their academic performance.
- Asking the instructor for extra credit or special exceptions to these grading policies are unacceptable.
- More detailed information regarding current UF grading policies can be found here:  
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	89.45-100%	4.0
A-		3.67
B+	86.45-89.44%	3.33
B	83.45-86.44%	3.0
B-	79.45-83.44%	2.67
C+	76.45-79.44%	2.33
C	73.45-76.44%	2.0
C-	69.45-73.44%	1.67
D+	66.45-69.44%	1.33
D	63.45-66.44%	1.0
D-	59.45-63.44	0.67
E	0-59.44%	0

## Course & University Policies

### ATTENDANCE POLICY

You are expected to attend scheduled classes and arrive on time. Regular attendance is vital for gaining the full benefits of the educational experience and engaging effectively in course materials. You must be present for the duration of class to earn attendance. Random attendance is taken 10 times during the semester. For planned absences, notify me 24 hours prior to the missed class and provide the required documentation. Excessive absences will impact your grade. The attendance policy is in accordance with the University of Florida's Attendance Policy: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

### AI POLICY

The use of artificial intelligence (AI) tools or services is **NOT permitted** in this course unless explicitly authorized by the instructor in writing. AI tools include, but are not limited to, text generators, paraphrasing tools, and AI-assisted editing software (e.g., ChatGPT, Copilot, Gemini, DALL-e, etc.). All work submitted in this course must be original, human-created work produced solely by the student. Assignments, assessments, discussions, projects, and quizzes must reflect the student's own understanding, reasoning, writing, and effort.

#### Students cannot use AI tools to:

- Generate or draft written responses, essays, or discussion posts
- Paraphrase, summarize, or rewrite text
- Create outlines, theses, or arguments

- Edit, revise, or polish work beyond basic spelling or grammar checks

**Students can use** spell check, grammar check, dictionaries, and citation managers unless otherwise stated by the instructor.

Use of AI tools in violation of this policy constitutes academic dishonesty. Suspected violations will be handled in accordance with the institution's academic integrity policies or Honor Code violations ad may result in penalties ranging from a failing grade on an assignment to failure of the course or further disciplinary action. Students are responsible for understanding this policy and seeking clarification before submitting work if there is any uncertainty about permitted tools.

## PERSONAL CONDUCT POLICY

Professional behavior is expected from all students. This includes respect and consideration for the ideas and beliefs expressed by all students. It is important for students to practice civil discourse as uncomfortable or challenging topics might unfold in the classroom. Please use respectful language in the classroom.

- ***Adherence to the UF Student Honor Code***

- University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Student Honor Code and Conduct Code \(Regulation 4.040\)](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/) <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

## EVALUATION/ASSESSMENT COMPONENTS

- Upload only **WORD documents** to CANVAS following APA guidelines: ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)).
- Assignments must be typed, double-spaced, use 12-point font, and Times New Roman.
- Upload **Word documents** beginning with your last name, first initial, and assignment name.
- Points are deducted if appropriate grammar, spelling, punctuation, and sentence structure are deficient.
- Points are deducted for inappropriate grammar, spelling, punctuation, sentence structure, and lack of citations.
- Technology problems are **NOT** acceptable excuses for late evaluation components.
- Refer to the Course Schedule and/or Canvas for due dates.
- **LATE ASSIGNMENTS ARE NOT ACCEPTED** unless in accordance with UF's Attendance Policy.
- **PLEASE DO NOT ASK the instructor to accept your late assignment because the answer will be no.**

## MAKE-UP POLICY (Late work is not accepted unless in accordance with UF policy.)

- Make-up work or assignments in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."
- Acceptable reasons for an absence or failure to engage in class include:
  - Documented illness, Title IX-related situations, serious accidents or emergencies affecting the student, their roommates, or their family, special curricular requirements (e.g., judging trips,

field trips, professional conferences), military obligation, severe weather conditions that prevent class participation, religious holidays, participation in official university activities (e.g., music performances, athletic competition, debate), and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., job interview or club activity) might be deemed acceptable if approved by the instructor.

- For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.
- If you have a problem submitting assessments via Canvas, you must immediately contact the UF Help Desk 352-392-HELP (4357) for assistance in resolving the problem rather than waiting after the assessment is due. When the student reports the problem, the UF HELP DESK will document the day and time of the problem and provide the student with a ticket number confirming the incident. The student must immediately forward this email to me within 24 hours if you wish to request a makeup.

## TECHNOLOGY PROBLEMS

- Technology is **NOT** an acceptable excuse for any late work.
- **LATE WORK IS NOT ACCEPTED IN THIS COURSE** unless in accordance with UF's policy.
- Students needing technical assistance with Canvas should contact the Help Desk (352-392-4357).
- After contacting the Help Desk with technical problems, ensure you receive a ticket number with the time, date, and explanation of the problem from the UF Help Desk and email this to your professor within 24 hours.

## COMMUNICATION AND QUESTIONS

- Students are responsible for using an UF email account (e.g., john.doe@ufl.edu) and should use this email for all university-related correspondence.
- The instructor may not read emails from or send emails to non-UF email addresses (e.g., john.doe@hotmail.com).
- **Email should include:**
  - *To: [willming@hhp.ufl.edu](mailto:willming@hhp.ufl.edu)*
  - *From: UFL email address only*
  - *Subject: Prefix, course number, and first and last name*
    - *Example: SPM 3012 Alberta Gator*
  - *Dear Dr. Willming,*
    - My name is Alberta Gator, and I am a residential student in SPM 4154. I have read the syllabus, referred to the Canvas website, reviewed class notes, and asked other students about \_\_\_\_\_, but I am unable to find the information. My question is...
    - Thank you,
    - Alberta Gator

## ACCOMMODATING STUDENTS WITH DISABILITIES

- If you have a disability or suspect you might, it is important to take proactive steps to ensure you receive the necessary support and accommodation to succeed in your academic endeavors. The Disability Resource Center (DRC) at the university aids and accommodates students with disabilities, ensuring equal access to education opportunities. To initiate the process, you can begin by visiting the DRC's Get Started page at <https://disability.ufl.edu/students/get-started/>, calling them at 352-392-8565, visiting online <https://accessibility.ufl.edu/>, or by visiting the Dean of Students Office in person on campus. This office will guide you through the registration process and assist you documenting your disability. This initial step is crucial as it allows the university to better understand your specific needs and provide appropriate accommodation. Once you are registered with the DRC, provide me with your letter of

accommodation within the first two weeks of the semester. This letter outlines the accommodation you are eligible for based on your documented disability. By providing this letter early in the semester, I can ensure that these accommodations are implemented effectively and that you receive the support necessary to excel in this course. Please rest assured that it is my goal to support your success in this course by providing the tools and accommodation needed to accommodate your unique circumstances. I am committed to fostering an inclusive and supportive learning environment where all students can thrive academically.

## COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Students can complete evaluations in three ways: (1) The email they receive from GatorEvals, (2) Their Canvas course menu under GatorEvals, or (3) The central portal located [here](#). Guidance on how to provide constructive feedback is available at [the gator evals site](#). Students will be notified when the evaluation period opens. Summaries of course evaluation results are also available at [the gator evals site](#).

- **Providing Constructive Feedback**
  - Teaching is fundamental to the University of Florida. We appreciate your confidential feedback, which improves learning and is also used for Faculty development and evaluation.
  - **Research shows that we may evaluate identical course content and teaching differently based on unintentional stereotypes, such as professor age, gender, nationality, race, title, or other characteristics. For example, women and people of color may be rated lower even when no actual differences exist.**
  - Please keep this in mind and focus evaluations on course content (assignments, readings, in-class materials) and not unrelated matters (instructor's appearance).
- **Use the following guidelines to provide your instructor with constructive feedback:**
  - Be respectful—Your evaluation is a medium for professional communication. Derogatory or offensive language is inappropriate and unhelpful.
  - Focus on course substance—Comments about clothing, hairstyle, etc., are unhelpful.
  - Be clear and specific—Think about activities and content (assignments, lectures, discussions).
  - Provide examples and constructive suggestions.

## CHANGING NAME DISPLAY IN CANVAS

- It is important to the learning environment that you feel welcome and safe in this class and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to [one.ufl.edu](http://one.ufl.edu), click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

## CIVILITY, ASSESSILITY, AND COMMUNITY RESOURCES

- It is my intent that students from all diverse backgrounds and perspectives be equitably served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class are viewed as inclusive as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, for other students, or student groups.
- Given that some of the material discussed in class may be sensitive or difficult, it is imperative that there be an atmosphere of trust and safety in our classroom and other discussion spaces. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member shows respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in our class, by me or other students, is particularly troubling or causes discomfort or offense. While my intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:
  1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
  2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
  3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

## IN-CLASS RECORDINGS

- Students are allowed to record video or audio of class lectures but NOT other students in the course. Recordings are strictly controlled and must be (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited.
- **Students may NOT publish recorded lectures without the written consent of the instructor.**
- A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.
- A class lecture does not include lab sessions, student presentations, and clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, and exams), field trips, and private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- **Publication without permission of the instructor is prohibited.** To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the

publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

## GRADE APPEAL

Should you want to contest a grade, you will have three (3) days after a posted grade to contact me and discuss your issue; after which the grade is final. Grades are based on a point scale.

## COPYRIGHT STATEMENT

- Course material is copyrighted and is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF and may not be used for any commercial purposes.
- Content includes syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, additional problem sets, and other content. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

## DISCLAIMER

- The syllabus represents the objectives and tentative plans for the course. As we go through the semester, those plans may need to change to enhance student learning opportunity. Such changes will be communicated clearly.

## PRIVACY AND ACCESSIBILITY

- Adobe
  - [Adobe Privacy Policy](#)
  - [Adobe Accessibility](#)
- Honorlock
  - [Honorlock Privacy Policy](#)
  - [Honorlock Accessibility](#)
- Instructure (Canvas)
  - [Instructure Privacy Policy](#)
  - [Instructure Accessibility](#)
- Microsoft
  - [Microsoft Privacy Policy](#)
  - [Microsoft Accessibility](#)
- PlayPosit
  - [PlayPosit Privacy Policy](#)
  - [PlayPosit Accessibility](#)
- Sonic Foundry (Mediasite Streaming Video Player)
  - [Sonic Foundry Privacy Policy](#)
  - [Sonic Foundry Accessibility](#) (PDF)
- YouTube (Google)
  - [YouTube \(Google\) Privacy Policy](#)
  - [YouTube \(Google\) Accessibility](#)
- Zoom
  - [Zoom Privacy Policy](#)
  - [Zoom Accessibility](#)

- Canvas
  - Privacy: <https://www.instructure.com/policies/product-privacy-policy>
  - Accessibility: <https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564>
- Microsoft
  - Privacy: <https://privacy.microsoft.com/en-us/privacystatement>
  - Accessibility: <https://www.microsoft.com/en-us/accessibility>

## Getting Help

### HEALTH AND WELLNESS

- ***U Matter, We Care:*** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- ***Counseling and Wellness Center:*** Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- ***Student Health Care Center:*** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- ***University Police Department:*** Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- ***UF Health Shands Emergency Room / Trauma Center:*** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; or visit the [UF Health Emergency Room and Trauma Center website](#).
- ***GatorWell Health Promotion Services:*** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.
- ***Crisis Lifeline:*** 988
- ***Sexual Assault Recovery Services (SARS):*** Student Health Care Center, 392-1161.

### ACADEMIC SUPPORT

- ***E-learning Technical Support:*** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>
- ***Career Connections Center, Reitz Union:*** 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- ***Library Support:*** <http://cms.uflib.ufl.edu/ask>. Assistance with using libraries or finding resources.
- ***Teaching Center, Broward Hall:*** 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- ***Writing Studio, 302 Tigert Hall:*** 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- ***Student Complaints On-Campus:*** <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>
- ***On-Line Students Complaints:*** <http://distance.ufl.edu/student-complaint-process/>

### TIPS FOR SUCCESS

- Schedule "class times" for yourself. It is important to complete the coursework on time each week.
- Read ALL the material contained on the CANVAS site. There is helpful information that can save you time and help you meet the objectives of the course.
- Print the Course Schedule in the Syllabus and check off things as you go.

- Ask for help or clarification of the material if needed.
- Do not wait to ask questions after an assignment is due because it might cause you to miss a due date.
- Do your work well before due dates because sometimes things happen. For example, if your computer goes down when you are trying to submit an assignment, you will need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive, or through a cloud service.

## Weekly Tentative Course Schedule

This course schedule below is tentative and might change based on the pace of the lectures and student needs; however, changes will be announced through CANVAS. The instructor bears no responsibility for announcing the changes to each individual student. All times are in **Eastern Standard Time (EST)**.

### CRITICAL DATES & UF OBSERVED HOLIDAYS

- January 19: Martin Luther King Jr. Day
- March 14 - 21: UF Spring Break
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2025-2026/#spring26text>

Week	Dates	Readings	Assignments
#1	1-12	Course & Syllabus Introduction and Ch. 1 Sport and How We Study It	
#2	1-21	Ch. 2 Impact of Sport Participants	<b>Mon, Jan 19 - Martin Luther King, Jr. Day</b>
#3	1-26	Ch. 3 Impact of Sport Business, Management, Media	<b>Due: Fri, Jan 30 at 11:59 pm</b> • #1 Individual Reaction Paper
#4	2-2	Ch. 4 Youth Sport and Development Through Sport	<b>Due: Fri, Feb 6 at 11:59 pm</b> • Discussion Group Contract
#5	2-9	Ch. 6 Interscholastic and Intercollegiate Sport	<b>Due: Fri, Feb 13 at 11:59 pm</b> • #1 Discussion Group Assignment
#6	2-16	Ch. 7 International Sport and Modern Olympic Games	<b>Due: Fri, Feb 20 at 11:59 pm</b> • #2 Discussion Group Assignment
#7	2-23	Review for Quiz I  Quiz I Chapters 1-4 and 6-7	<b>Quiz I Review: Mon, Feb 23</b>  <b>Quiz I: Wed, Feb 25 (in class)</b>
#8	3-2	Ch. 9 Race, Ethnicity, and Sport	
#9	3-9	Ch. 9 Race, Ethnicity, and Sport  Ch. 10 Gender and Sport	<b>Due: Fri, Mar 14 at 11:59 pm</b> • #2 Individual Reaction Paper
#10	3-16	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
#11	3-23	Ch. 10 Gender and Sport	<b>Due: Fri, Mar 27 at 11:59 pm</b> • #3 Individual Reaction Paper
#12	3-30	Ch. 11 Social Class and Sport	

#13	4-6	Ch. 15 Deviance, Doping and Violence in Sport	<b>Due: Fri, Apr 10 at 11:59 pm</b> • #3 Discussion Group Assignment
#14	4-13	Ch. 16 Future Trends in Sport	
#15	4-20	Review Quiz II Chapters 9-11 & 15-16 Quiz II	<b>Due: Wed, Apr 22</b> <b>Quiz II</b>
#16		<b>End of Course</b>	<b>End of Course</b>

“Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.”