Course Description

Analyzes how sociology can be used to study sport in society. Focuses on sports and sport-related behaviors as they occur in social and cultural contexts and uses concepts, theories, and research as tools that enable students to examine sports as a part of culture.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Describe the sociology of sports and reasons it should be studied.
2. Relate modern social theories to better management and decision-making in sports.
3. Evaluate the impact sociology of sports has on decision-making in high school and college sports.
4. Describe how organized sports programs affect the socialization of children.
5. Discuss principles and concepts of deviance and violence in sports.
6. Assess societal issues that result from gender, race, and ethnic diversity in sports.
7. Discuss commercialization of sports such as the role of money and power.
8. Explain the global impact of sports.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook.
5. **Suggested Reading**: Suggested Readings are listed in each unit’s study guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided to aid students in their course of study. Chapter presentations are provided in each unit study guide to aid students in their course of study.
7. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
8. **Unit Assessment**: This course contains one Unit Assessment, to be completed at the end of Unit VIII. The assessment is composed of written-response questions.
9. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units I-VII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**LibGuides**

Click [here](#) for the LibGuide for this course.

Think of a LibGuide (a Library Guide) as a mini-website to help you with your assignments. It has relevant information such as databases, ebooks, and websites specific to your courses. If you have any questions, please reach out to your friendly library staff.

**Unit Assignments**

Be advised that in Unit V you will be asked to write an essay about an interview with a local athletic director, recreation manager, YMCA director, or someone who runs an athletic department. These are busy people, and we recommend you set up an appointment with that individual now for a date during Unit V of this course.

**Unit I Article Review**

**Real-World or Current Event**

First, review the various topics that are presented in this course using your textbook. Access the CSU Online Library or the Internet for an article on a real-world or current event (2012–present) regarding the sociology of sport and why sports in society should be studied. Include one of the modern social theories in sports that relate to better management and decision-making in sports. Some examples include gender equity, drug use, race, or any other topic listed for this course. You may locate the article using newspaper, media, journals, or sport magazines. Remember the CSU Online Library is a great source for credible and reliable sources.

Read the article and create a two-page article review on the event. The chapter headings within this unit might help you determine your topic.

The article review should contain three sections:

1. introduction of the article including topic,
2. summary of the article (discuss sociology, why it should be studied, and one of the modern sports theories for management and decision-making of sports), and
3. analysis of how this course will help you address similar issues in the future.

Your two-page article review should include a title and reference page, which do not count toward the total two-page requirement.
Use APA formatting when writing your review. All sources used, including the textbook, must be referenced, and quoted or paraphrased material must have accompanying in-text citations.

Information about accessing the grading rubric for this assignment is provided below.

**Unit II PowerPoint Presentation**

**Socialization and Children in Sports**

Using Microsoft PowerPoint, create a minimum 10-slide presentation that addresses and summarizes the following questions:

- What is the sociology of sport?
- Why should sport be studied as an interactive learning process?
- What is the connection between socialization and youth sport?
- What impact does sport participation have on youth and social development?

The purpose of this assignment is not to just answer the questions but to support your views in a presentation.

You are required to use a minimum of two sources to support this assignment, one of which must be your textbook. Be sure to include a title slide that includes the name of the presentation, your name, the date, the professor's name, and the name of the school. Cite all of your sources on a reference slide and use APA format. You need to add a narrative (one to two paragraphs) on the slide notes section to briefly explain each slide.

NOTE: The title slide and reference slide do not count toward the total slide requirement of 10 slides for the presentation. Follow best practices for presentations related to text size, color, images, effects, wordiness, and multimedia enhancements.

Information about accessing the grading rubric for this assignment is provided below.

**Unit III Article Critique**

**Race, Gender, and Ethnicity in Sports**

The article critique assignment investigates professional journals and current relatable information. You should locate an article(s) pertaining to how the societal issues of gender, race, and ethnicity have impacted sports. The article(s) should be less than three years old. You are encouraged to use the research databases found in the CSU Online Library.

The journal article selected for the article critique should be long enough to provide the content necessary to complete this critique. Usually, an article such as this is approximately four pages long.

You will be expected to follow APA style and format for this critique (typed, double-spaced, Times New Roman, 12-point font, and page headers). Include the following elements in your article critique:

- **Title page**: Include the assignment title, the name of the school, and your name.
- **Introduction**: Provide a brief Introduction of your article and the connection to the topic.
- **Article summary**: Summarize the article. List the main points that the author has tried to establish (e.g., a numbered list). Typically, there will be three to five main points. If your article(s) is summarizing a court case, you should discuss the following points: What provision of the law was at issue? What were the facts of the case? What legal tests were applied? Were there any unusual elements in the case?
- **Article critique**: Critique the article. You are to provide your reaction (insightful, critical, and logical) to the points that the author tried to make. Be sure to state how this information has impacted the sports arena. A simple statement of agreement or disagreement is not sufficient. While you may make such a statement by way of introduction to your reaction, you must clearly and logically state the reasons for the position that you have taken.
- **Conclusion**: Provide a brief conclusion wrapping up the elements of the article and how it relates to the chapter topic.
- **Reference page**: Include a reference page that lists the source(s) in proper APA format. If you also used content from the textbook, be sure to include this as a source in your reference page. It is important that you provide the reader with enough information about your article so he or she will be able to locate it.
Your article critique should be a minimum of two pages, not counting title and reference pages. Use APA format for your paper, including all references and in-text citations.

Information about accessing the grading rubric for this assignment is provided below.

**Unit IV Essay**

**Opposing Viewpoints**

Using the CSU Online Library, locate two selections on sports and politics events or two selections on sports and religion events. Depending on the events you have chosen (sports/politics or sports/religion), ensure that there are two opposing viewpoints (similarities and differences) to review. Write a two-page report summarizing the events and identify the similarities and differences. Below are some possible questions for your essay:

- Who was involved?
- What were the key points/arguments?
- Were these points valid and/or logical?
- How did politics/religion play a role?
- What was the outcome?
- Did the outcome involve issues of money and power?
- How did this affect sports?
- Did the decision lead to better management of sport or sport play? If so, in what way?
- Which views do you support? Why?
- Which views do you refute? Why?

You will be expected to follow APA style and format for this paper. Include the following elements in your essay:

- **Title page:** Include the assignment title, the name of the school, and your name.
- **Introduction:** Provide a brief introduction of your selections and the connection to the topic.
- **Body:** Use headers where appropriate.
  - Section comparing and contrasting first selection (similarities/differences)
  - Section comparing and contrasting second selection (similarities/differences)
- **Conclusion:** Provide a brief conclusion wrapping up the elements of the selections and how they relate to the chapter topic.
- **Reference page:** Include a reference page that lists the sources in proper APA format. If you also used content from the textbook, be sure to include this as a source in your reference page as well. It is important that you provide the reader with enough information about your article so he or she will be able to locate the article.

Your essay should be a minimum of two pages, not counting title and reference pages. Use APA format for your paper, including all references and in-text citations.

Information about accessing the grading rubric for this assignment is provided below.

**Unit V Project**

**Interview**

A position in sports requires a depth of sports knowledge and understanding, education, and experience, as well as a vast number of responsibilities. One of the best ways to learn more about the area of sports management and sports in society is to talk with someone in the field.

For this assignment, contact an athletic director, recreation manager, YMCA Director, or someone who runs an athletic department. If that person is local, please schedule a time and date to meet with this person for a personal interview. If the individual is not local, you may use Skype, Join Me, Zoom, or any other conferencing type application or even speak with the person on the phone, if necessary.

Create at least 12 questions to ask this individual (at least one question per topic) from the following sport-related topics:

- sport management theories,
- responsibilities and duties,
- best practices in sport,
- ethical issues in sport,
- globalization of sport,
- media in sports,
- sports and the economy (money and power),
- religion in sports,
- politics in sports,
- gender equality in sports,
- race and ethnicity in sports, and
- children in sports.

Please provide the answers to the questions you ask the interviewee, and include a section that discusses how this experience has helped you in your educational journey to better understand sport management and best practices in sport.

You will be expected to follow APA style and format for this assignment. Include the following elements in the assignment:

- **Title page**: Include the assignment title, the name of the school, and your name.
- **Introduction**: Introduce your interviewee and describe he or she title/position for the purpose of this assignment.
- **Body**: List the questions and responses from your interview.
- **Conclusion**: Provide a brief conclusion wrapping up the elements of the interview, including how this experience has helped you in this section.
- **Reference page**: If you use content from the textbook, be sure to include this as a source in your reference page.

Your paper should be a minimum of two pages, not counting the title and reference page. Use APA format for your paper, including all references and in-text citations.

*Example*: How to cite a personal communication source:

T. S. Smith (personal communication, January 20, 2016) content …

Or

Content … (T. S. Smith, personal communication, January 20, 2016).

Information about accessing the grading rubric for this assignment is provided below.

**Unit VI Article Critique**

**Deviance and Violence in Sports**

This article critique assignment investigates professional journals and current relatable information. You should locate an article pertaining to how the societal issues of deviance and violence have impacted sports. The article should be less than three years old. You are encouraged to use a research database found in the CSU Online Library. The database will allow you to quickly search through thousands of journal articles.

The journal article selected for the article critique should be long enough to provide the content necessary to complete this critique. Usually, this is approximately four pages long.

You will be expected to follow APA style and format for this critique. Include the following elements in your article critique:

- **Title page**: Include the assignment title, the school name, and your name.
- **Introduction**: Provide a brief Introduction of your article and connection to the topic.
- **Article summary**: Summarize the article. List the main points that the author has tried to establish (e.g., a numbered list). Typically, there will be three to five main points. If you are summarizing a court case, you should discuss the following points: What provision of the law was at issue? What are the facts of the case. What legal tests were applied? Were there any unusual elements in the case?
- **Article critique**: Critique the article. You are to provide your reaction (insightful, critical, and logical) to the points that the author tried to make. Be sure to state how this information has impacted the sports arena. A simple statement of agreement or disagreement is not sufficient. While you may make such a statement by way of introduction to your reaction, you must clearly and logically state the reasons for the position that you have taken.
• **Conclusion**: Provide a brief conclusion wrapping up the elements of the article and how it relates to the chapter topic.

• **Reference page**: Include a reference page that lists the source in proper APA format. If you also used content from the textbook, be sure to include this as a source in your reference page as well. It is important that you provide the reader with enough information about your article so he or she will be able to locate the article.

Your article critique should be a minimum of two pages, not counting title and reference pages. Use APA format for your paper, including all references and in-text citations.

Information about accessing the grading rubric for this assignment is provided below.

**Unit VII Reflection Paper**

For this assignment, you are asked to prepare a reflection paper. The purpose is to allow you the opportunity to share your thoughts and opinions and to reflect on various topics discussed so far in this course.

First, think about the globalization impact and commercialization of sports and how the various issues (gender, race, ethnicity, money, power, social class, age, ability, youth, violence, and deviance) have impacted sports and aided in the expansion of globalization and commercialization in the sporting industry. Reflect on three topics (issues) from the course that were meaningful to you.

Additionally, consider this question in your paper: How will this newfound knowledge and information apply to your career and personal life?

For your reflection paper, ensure it is typed, double-spaced, Times New Roman, in 12-point font, and include page headers. Include the following elements in your paper:

- **Title page**: Include the assignment title, the name of the school, and your name.
- **Introduction**: Provide a brief Introduction of your paper.
- **Body**:
  - Reflect on the three topics (issues) you want to discuss from the course.
  - Discuss how this will this affect and impact your career and personal life.
- **Conclusion**: Provide a brief conclusion wrapping up the elements of the paper.
- **Reference page**: Include a reference page for sources within your reflection, such as the textbook, and make sure to follow proper APA guidelines including referencing in-text citations.

Your reflection paper should be a minimum of two pages, not counting title and reference pages.

Information about accessing the grading rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU's Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.
Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

**Ask the Professor**

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

**Student Break Room**

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.
## Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Boards (8 @ 2%)</td>
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<td>Article Critiques (2 @ 10%)</td>
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<td>Unit I Article Review</td>
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<td>Unit II PowerPoint Presentation</td>
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<td>Unit IV Essay</td>
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<td>Unit V Project</td>
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<td>Unit VII Reflection Paper</td>
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<td>Unit VIII Assessment</td>
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## Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
BSM 2701, Sociology of Sport  

Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Sociology—Producing Knowledge About Sports in Society</th>
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</table>
| Review:| Unit Study Guide  
|        | Learning Activities (Non Graded): See Study Guide |
| Read:  | Chapter 1: The Sociology of Sport: What Is It and Why Study It? pp. 1–18  
|        | Suggested Reading: See Study Guide |
| Discuss:| Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
|        | Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit:| Article Review by Tuesday, 11:59 p.m. (Central Time) |

Notes/Goals:

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<thead>
<tr>
<th>Unit II</th>
<th>Sports in Socialization and Sports for Children</th>
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| Review: | Unit Study Guide  
|        | Learning Activities (Non Graded): See Study Guide |
|        | Chapter 4: Sports for Children: Are Organized Programs Worth the Effort? pp. 80–102  
|        | Suggested Reading: See Study Guide |
| Discuss:| Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
|        | Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| Submit: | PowerPoint Presentation by Tuesday, 11:59 p.m. (Central Time) |

Notes/Goals:
## Unit III: Gender, Race, and Ethnicity in Sports

**Review:**
- **Unit Study Guide**
- **Learning Activities (Non Graded):** See Study Guide

**Read:**
- **Chapter 7:** Gender and Sports: Is Equity Possible? pp. 178–222
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Article Critique** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

## Unit IV: Politics and Religion in Sports

**Review:**
- **Unit Study Guide**
- **Learning Activities (Non Graded):** See Study Guide

**Read:**
- **Chapter 15:** Sports and Religions: Is It a Promising Combination? pp. 506–518, 520–530, 532–535
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Essay** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

## Unit V: Sports, Media, and the Economy

**Review:**
- **Unit Study Guide**
- **Learning Activities (Non Graded):** See Study Guide

**Read:**
- **Chapter 12:** Sports and the Media: Could They Survive Without Each Other? pp. 388–425
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Project** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**
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<th>Unit VI</th>
<th>Deviance and Violence in Sports</th>
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<tr>
<td>Review:</td>
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<td><strong>Learning Activities (Non Graded):</strong> See Study Guide</td>
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<td>Read:</td>
<td><strong>Chapter 5:</strong> Deviance in Sports: Is It Out of Control? pp. 106–142</td>
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<td><strong>Chapter 6:</strong> Violence in Sports: Does It Affect Our Lives? pp. 146–175</td>
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Notes/Goals: None

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<th>Sports – Social Class, Age, and Ability</th>
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<td><strong>Learning Activities (Non Graded):</strong> See Study Guide</td>
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<td>Read:</td>
<td><strong>Chapter 9:</strong> Social Class: Do Money and Power Matter in Sports? pp. 264–298</td>
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<td><strong>Chapter 10:</strong> Age and Ability: Barriers to Participation and Inclusion? pp. 302–346</td>
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<td>Submit:</td>
<td><strong>Reflection Paper</strong> by Tuesday, 11:59 p.m. (Central Time)</td>
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<th>Unit VIII</th>
<th>Sports in High School and College, and the Future of Sport</th>
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<td><strong>Read:</strong></td>
<td>□ <strong>Chapter 14:</strong> Sports in High School and College: Do Competitive Sports Contribute to Education? pp. 462–504</td>
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<td>□ <strong>Chapter 16:</strong> Sports in the Future: What Do We Want Them to Be? pp. 538–559</td>
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