

PE 212 - SOCIOCULTURAL DIMENSIONS OF PHYSICAL ACTIVITY

Instructor: Richard Gibbs

Office: AC 103

Office Phone: 541-917-4244 (don't hesitate to call or drop by if you have a question)

Office Hours: Mon/Wed 12-1 PM and Tues/Thur 1-2 PM

I have an open door policy. If the door is open come on in and we can visit. Don't hesitate to call me and leave a message if I am not here.

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Text: *Sports in Society: Issues and Controversies*, Twelfth Edition. By Jay Coakley. **Required**

Don't buy the textbook version without McGraw Hill Connect (digital textbook)

Course Description

Students will explore physical activity in contemporary society, and its relationships to social processes such as athletic teams, coaches, media and fans. Students will explore the interrelationships that occur between physical activity and cultural institutions.

Course Outcomes

1. Identify social processes and social institutions as related to human movement.
2. Demonstrate an understanding of the play-work continuum.
3. Describe the comprehensive role human movement forms (e.g., play, games, sport)
4. Analyze human movement interactions on the basis of socio cultural phenomenon.
5. Analyze a group's human movement experience from a social cultural perspective.
6. Demonstrate an awareness of the impact human movement - in all its forms - has on society.
7. Apply basic concepts and principles to the analysis of practical situations arising within the realm of play, games, sports, and physical activity in contemporary society.
8. Appreciate the historical contribution sport, sport personalities, and sport movements have had on American life.

Class Assignments

Attendance/Participation - This class is very participatory. **Group and individual work will occur during most classes.** The class will be built around the idea that you come to class having read the material and will then discuss and use your knowledge in class. Class attendance and participation will help your grade considerably. Do all that you can to be in class and on time. I take the roll electronically, so if you come late, it is **YOUR responsibility** to let me know so you earn the "late" points

Chapter Review Quizzes: Short, (online) quizzes. These will be held each week, they are due **before** the class that discusses the material on the quiz. The quizzes are **open book** but, the quiz will only be available for one week. **They cannot be made up if missed.** Technology issues should be addressed **before** the quiz closes as the quiz will not be reopened unless the issue is system wide.

LearnSmart Assignments in McGraw Hill Connect: For each chapter assigned in class you are to **go to the McGraw Hill website** and complete each **LearnSmart** assignment (**this is done in the “practice” area**) for the chapter **BEFORE** you come class on the day we discuss it. You will use this information to participate in activities and discussion in class

Sports Media Assignment (SMA) - You will work with **a group of 4-5 other class members** to complete this assignment. I will give you some time in class to prepare. How you work together is up to you.

There are Three topics.

1. **Sports as a motivational media.** Here you can pick any **digital source** that helps you learn more about the topic of sports motivation.
2. **The impact of sports on societal issues.** Here you will pick media resources that teach what the impact of sports has had on society. Stay away from economic issues as that is covered in #3.
3. **The Economic impact of sports.** Here you will pick media resources that teach what the impact of sports has had economically on society.

Assignment: you are to **search the internet for the best "DIGITAL" sources** that explain, demonstrate and educate on this topic. The source should be a video clip not shorter than 3 minutes and no longer than 10 minutes (these can be from "Youtube", a professional site etc. Make sure you **pick examples you feel are the best on the web**. I am not looking for just a quick search finding the first one that comes up. There is a lot of junk on the web. **Search for the best!** The source must be **credible** and **reliable**

Assignment components to be posted on the class website - In a short Group Presentation (not less than 10 minutes and no more than 18 minutes total)

1. **Answer the following questions. Each member should share one point**
 - A. What are the **five main educational points you found from this source?**
This should be a minimum of 1 paragraph
 - B. **Why was this point important to you?** (This is where you earn the points – do a good job) My expectation is a minimum of a full paragraph on why it is important to you.

2. **Provide the internet address** for your media and answers from the questions below to all class members in a forum.

3. In your opinion, **why is this the best video**/digital information on the web for this topic? Each “SMA” evaluation is worth 50 Points.

As a group you will answer the questions above and then ALL members of the group post the answers to our class web page. Have **each person label what work or point they did**.

Assignment Point Values

Attendance/Participation 200 points

LearnSmart Assignments (13 chapters x 25 points each) 325 total points

Chapter Quizzes (13 chapters x 20 points each) 260 total points

Sports Media Assignment (3 x 50 points each) 150 total points

Class Final 75 points

Assignments Total 1010 points

Late assignments will decrease in point value 10% for each day it is late. **NO ASSIGNMENT will be accepted one week after the deadline.** If you have any questions regarding this policy please let me know.

Extra Credit: 1. Find a **high quality** video clip on a topic related to our class. Provide the internet address & a brief explanation of why it is a quality example of health information. In order to earn the points, it must be a worthwhile video. **2.** I am a collector of humor (jokes, comics, puns, stories etc.). I will reward 2 points for each submitted joke etc. up to 10 points. This includes the URL's of Humor sites. The only requirement is that the jokes etc. must be tactful, i.e., not dirty or offensive. **3.** You may write a 3-5 page paper on a topic related specifically to our class to be okayed by the teacher before you begin it. You are to cite your references (do not just copy something from the internet).

The Center for Accessibility Resources

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations, but are not yet registered with CFAR,

please go to <http://linnbenton.edu/cfar> for steps on how to apply for services or call 541-917-4789.

LBCC Comprehensive Statement of Nondiscrimination

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

(For further information <http://po.linnbenton.edu/BPsandARs/>)

ADMINISTRATIVE WITHDRAWAL: Faculty may administratively withdraw a student for nonattendance during the first two weeks of the term. Students who do not attend 50% of the class sessions during the first or second week of classes will be administratively withdrawn.

CLASSROOM ETIQUETTE: Arriving late and/or engaging in personal conversations (including cell phone & texting) disrupts the class and is to be avoided. **Please turn cell phones off** as a courtesy to the class unless their use is necessary in an emergency.