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 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.

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. Students will also be required to give short oral presentations on various topics related to the sociology of sport and physical activity. In this case, students will be graded/evaluated on a) how well and clearly they convey their message, and b) level of knowledge/understanding of topic. In terms of visual communication, students will be required to provide a visual aid in their written paper assignments (e.g., for the socialization paper, student will develop a timeline diagram to illustrate the origins and evolution of their participation in and consumption of sport).
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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 conduct brief field studies (i.e., interviews and observations) of social phenomena 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.