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?

The main objective of SPMT 337 (International Sport Business) is to make students aware of the magnitude of the global expansion and development of sport, to familiarize them with major “players” (firms and organizations) on the global scene, major issues in global sports, and to emphasize the business opportunities that are created internationally. Thus, the exploration of behavior and interactions among people, groups, institutions and events is central to this course.

It should be noted that we are currently updating the course and plan to have two separate syllabi for summer course offerings this summer. The course is delivered online, two sections will be offered. One will be the traditional online course (599 sections) the other A2G.

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 current academic and mainstream literature (i.e., from both the academic and popular press). More specifically, students will be assessed on the readings via examinations and quizzes. The A2G sections of the course will have reflective paper writing assignments that assess their ability to respond to higher order thinking questions via short answer responses following readings. For example, students will provide a brief summary of the key points of the article, but more importantly, critically reflect upon 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):

In the both the A2G and traditional sections of the course, communication will be addressed by engaging students in written, verbal, and visual communication. Written: In the A2G sections, students will be required to respond to essay and short answer exam questions. These questions will be designed to assess their capacity to communicate well with written expression.
A2G sections will also be required to complete a research paper titled sports across the globe. In this paper, students will research the development and current status of a sport in a different country, while providing a general profile of the country investigated (location, population, language, religion, political status, major industries); historical background of sports and athletic competitions in that country; popular participation and spectator sports, major competitions in that country; national governing bodies; political conditions that have had a significant impact on the organization of sport in that country; government involvement in the organization of sport; the sport's influence in the country and across the globe (if applicable). Students will be instructed to clearly develop their ideas by incorporating relevant content while integrating concepts learned in class. Additionally, students will provide support for their ideas by citing five credible sources pertinent to the topic and subject matter. A rubric will be created to test/evaluate how well students communicate their purpose and understanding of the topic; the construction and development of ideas; the organization, grammar, and formatting; the inclusion of five sources and adherence to APA guidelines; and overall quality of written communication (language use and clarity).

Traditional 599 sections will construct reaction responses to current global sports issues that they post in an online discussion forum two times during the semester. These responses will be assessed based upon the students' ability to provide a grammatically sound reaction to the complex problem described.

Oral and visual: Once A2G students finish their “Sports Across the Globe” papers, they will be asked to expand on their ideas via an oral presentation. Since this course is offered online, all students will video their presentations, and submit both their video and PowerPoint slides. At the beginning of the presentation, each student will be expected to briefly describe the country and sport they researched. The purpose of this presentation is to enhance students' knowledge about international sport business and demonstrate a thorough understanding of the concepts and reading materials presented in class. Students will be graded on the composition and cohesiveness of the presentation; use and style of language and creativeness regarding their video presentations; preparation and ability to engage the audience; the integration of relevant examples and credible sources; and their capacity to construct a powerful message and clearly articulate thoughts and ideas.

Students in the 599 sections will post a video response to one of the reaction papers for a total of three reaction paper responses for the semester. 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 be graded/evaluated on a) how well and clearly they convey their message, and b) level of knowledge/understanding of topic.

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 involving international sport business. Students' knowledge of these skills will primarily be tested/evaluated on exams (i.e., multiple choice and true/false). Students in the A2G sections, as part of the sports across the globe assignment, will be asked to compare the sports they research with popular sports in America by quantifying participation numbers by athletes, revenue produced by the sport, and spectator participation numbers (i.e. attendance). Students will be encouraged to provide comparisons via charts, graphs or geometric figures. For students in the 599 sections, the third video reaction paper will mirror this portion of the A2G sports across the globe assignment. That is, they will be asked to research a global sport and compare it to a traditional, popular sport in America with a specific focus on participation numbers, revenue produced, and spectator participation numbers. A rubric will be developed to assess how well the students obtain and subsequently compare and analyze the empirical and quantitative data.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

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 international sport. Topics and course objectives include intercultural competence, civic responsibility and the ability to engage in global communities as core tenets of the class.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.