HPE 411-
Sport in American Society
-Fall 2013

About this course
This course examines current issues in sport. A variety of perspectives are taken: societal, psychological, physiological, and philosophical. This course is a capstone experience: it is classified as a writing-intensive, Liberal Arts Tier III Independent Inquiry.

Purposes
- To improve your critical thinking
- To improve your ability to listen and carefully consider differing viewpoints

What you are expected to do:
* Prior to each class, read and/or view the course materials assigned
* Complete the Study Guide associated with every class
* Attend and Participate in every class
* Earn good grades on Two Tests
* Write a Major Essay (including a First Draft)

Blackboard Learn
All course materials, readings (other than the textbooks) and other information will be placed on our course website on Blackboard Learn.

Instructor: Darren Dale, Ph.D.
Office: Goddard 110
Office Hrs:
MWF 11am-12pm. Tu 12:30-130pm
Email: daled@easternct.edu
Assessment:

100 points TOTAL

- Essay Final (30 points) and Essay First Draft (10 points)
  - Your essay is the largest single item of assessment in this course. A first draft must be completed (worth 10 points). You will receive extensive feedback from me on your draft and then have approximately four weeks to make your edits and submit the final essay (worth 30 points). More information will follow on the essay. There is extensive documentation on Blackboard. Learn about the writing requirements (APA formatting, page length, submission deadlines, etc).

- Two Tests (2 @ 30 points):
  - Covering content presented in lecture and assigned for homework.

Please Note:

Study Guides must be completed in a Study Guide Notebook (hard-cover, A4 size)

Failure to submit a fully-completed Study Guide Notebook for TEST 1 will result in you losing 8 points from your Final Overall Grade in HPE 411.

Failure to submit a fully-completed Study Guide Notebook for TEST 2 will result in you losing 8 points from your Final Overall Grade in HPE 411.

Professional Development Points

Ten (10) unique Professional Development Points must be completed during your time in HPE 411. More information on this requirement will be presented early on during the fall.
**Eastern Library**
You will be required to make extensive use of the Eastern Library for the research you are asked to do during this course (it is also a great place to study!) Here is a link to the Library Database. On this page, you will also find the link to the Library Catalog, and the Library Hours.

**Academic Services Center**
Students are encouraged to use the support offered by the Academic Services Center located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-5198 or check the ASC website at http://www.easternct.edu/asc/

**Students With Disabilities**
Eastern Connecticut State University is committed to following the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability (or think you may have a disability), and require adaptations or accommodations, or assistance evacuating a building in the case of an emergency, please contact the Office of AccessAbility Services at (860) 465-0189, Office of AccessAbility Services (OAS) at 860-465-0189 to discuss your request further. Any student registered with the OAS should contact the instructor as soon as possible for assistance with classroom accommodations. Please note that accommodations are not retroactive, and must be communicated through a Letter of Accommodation which is drafted by the OAS.

**Honesty!**
You will be in BIG trouble if you cheat! So, to ensure you are crystal clear on expectations, here is a link to the Student Handbook. Within the Handbook you will find the University Policy on Academic Misconduct. You are expected to read this information! I am on the Academic Misconduct Committee at the University; if you have any questions, please ask me.
Liberal Arts Tier III Student Learning Outcomes: Synthesis and Application

Demonstrate the ability to engage in independent inquiry

Research paper - completion of First Draft and Final Essay. APA formatting required. Research expected when providing critique of peer Mini-Essays. Seminar Presentation will require independent research.

Apply current and critical thinking in a focused area of study

Demonstration of understanding of course material, including nuances and complexities of several unresolved or controversial issues. This demonstration will feature in class discussions, Mini-Essays on current topics, peer feedback on Mini-Essays and discussions in class. The Unannounced Quizzes also serve to assess application of critical thinking.

Reflect on the context of their Independent Inquiry or artistic creation

Primarily achieved through expectations on the Final Essay (where students are asked challenging questions on statements made, source materials, conclusions reached in the first draft). A final component in the written section of the Seminar Presentation requires student reflexion.

Reflect on this work as an outcome of their liberal arts education

Written into the requirements for the Mini-Essays are guided questions on the importance of the topic with the context of being a liberally-educated student. In other words, themes of engagement, integration, and independence are emphasized as students craft their responses to questions contained in the Learning Outcomes.

Effectively communicate ideas orally, visually, and in writing

The strongest focus in this course is on communicating ideas in writing (Final Essay, Mini-Essays). The Seminar Presentation provides the opportunity for oral communication and written communication.

Discern the ethical dimensions of the production and acquisition of knowledge within disciplines

Class lecture has a focus on how the scientific method is used to advance knowledge in the health sciences. However, misuses and weaknesses of the scientific method are highlighted. Conflicts of interest are discussed, and ethical dilemmas are presented in areas where there are no clear “right or wrong” answers at this point and/or there are questions the scientific method is unable to resolve.

Effectively seek and employ information to achieve academic goals

The research paper is a major component of the course assessment. Extensive library work is required to provide a comprehensive review of the topic under consideration.