

Undergraduate Curriculum Forum

AGENDA

Adanti Student Center, Room 301A

Thursday, December 15, 2011

- I. Call to order
- II. Announcements
- III. Approval of UCF minutes of December 1, 2011
- IV. Standing Committee Reports
 - a. NPIC – New Programs and Innovations Committee
 - b. WACC – Writing Across the Curriculum Committee (no report)
 - c. PRAC – Program Review and Assessment Committee (no report)
 - d. UWIC – University Wide Impact Committee
 - e. LEPC – Liberal Education Committee
 - f. NMC – Notifications Management Committee
- V. Old Business
 - a. Steering Committee motion on electives

After considering the discussion from the last meeting, the Steering Committee moves to amend the previous motion on electives as follows:
Replace the previous motion: Because programs that require external certification go well beyond the required 120 credits to graduate, the Steering Committee moves that the electives requirement for BS degrees of 12 electives credits be waived for the teacher certification programs and the Nursing program.

With the following motion:
Whereas certification programs frequently require significantly more than 120 credits to graduate; and
Whereas the School of Education and Nursing Departments are in the process of re-evaluating their programs to accommodate the LEP requirements;
Therefore, be it resolved that during the LEP transition period the requirement of 12 elective credits for the Teacher Certification and Nursing programs be suspended.
- VI. Adjournment

Undergraduate Curriculum Forum
MINUTES

Adanti Student Center, Room 301A

Thursday, December 1, 2011

Present: M. Hartog, K. McGill, M. Das, S. Grace, G. Kowalczyk, R. Zipoli, D. Weiss, M. Bay, S. Grubacic, L. Bower, M. Diamantis, M. McClain, J. Fullmer, J. Cooper, C. Hannah, M. Fede, B. Nakamura, J. Liu, C. Simoneau, J. Hong, C. Dellinger-Pate, G. Robbins, R. Kustin, M. Davidson, P. Sessler Branden, M. Vancour, S. Bernard, M. Enjalran, P. Kahlbaugh, D. Smith, J. Tait, G. Adams, E. Keenan, S. Latorre, T. Lin, S. Graves, C. O'Sullivan, M. Shea, P. Beals, S. Clerc, K. Laing, J. Mills, K. Lacey

Absent: M. Narumanchi, B. Phelan, L. Lancor, M. Generali, E. West, J. Irving, K. Gatzke, J. O'hara, J. Terpstra, S. Michalek, J. Mielczarski, M. Rothbard, D. Bentley-Drobish, S. Keller, J. Thorson

- I. The meeting was called to order at 9:46 a.m.
 - Quorum (50% + 1) was reached at 9:51 a.m.

- II. Announcements
 - a. Tricia Lin shared news of the 20th Annual Women's Studies Conference, "Women and Labor: At Home, At Work, Around the Globe" will be held on April 20th and 21st, 2012. Today is the deadline for proposals, but an extension will be offered to interested colleagues.
 - b. Jim Fullmer will be exhibiting lunar show on Mon. and Tues. next week in MO 209.
 - c. Polly Beals reminded the UCF that this Monday will be the first meeting of LEP Tier 2 affinity groups – Monday, Dec. 5th at 1:10-1:55pm in EN A120.
 - d. Sue Clerc urged members to get book requests into the library.
 - e. Marty Hartog noted that the President announced that travel funds were expended for AAUP and Creative Funds, however, he is invited faculty to attach cover letters (provided via email) to any additional TAs and submit in the event additional funding becomes available.
 - f. Marty Hartog noted that the UCF meetings schedule for spring 2012 is included in the UCF packet.

- III. Approval of UCF minutes of November 10, 2011
 - a. Minutes of November 10th approved unanimously.

- IV. Standing Committee Reports
 - a. NPIC
 - i. Discussion of 11/17 meeting
 1. Special Topics Courses:
 - 1) PHI 298 Introduction to Cognitive Science
 - 2) EDU 298 Classroom Management
 2. **Motion:** Minor Declaration Resolution – Southern Connecticut State University establish an "Intention to Pursue a Minor" form which students can use to declare a departmental or interdepartmental minor. This form shall be available to students from faculty members responsible for the supervision of the minor in question (e.g., an interdepartmental minor coordinators, a department chair or a department chair's designee. This form shall be forwarded to the Registrar's Office upon signature by the student declaring the minor in question and the faculty member responsible for supervision of the minor in question, and the Registrar shall track the names of students who have declared their intent to

pursue a minor and provide access to the list of those students to faculty members responsible for supervision of minors across the university.

3. **Motion** approved unanimously

ii. Minutes of 11/17 meeting accepted

b. NMC

i. Discussion of 11/17 meeting

1. **Motion** to approve the following new and revised courses:

New Course Proposals

1) REC 441 Design and Administration of Therapeutic Recreation Services

Revised Course Proposals

- 2) EXS 185 Concepts and Practices of Athletic Training
- 3) EXS 202 Athletic Training Clinical Practice I: Prevention
- 4) EXS 203 Athletic Training Clinical Practice II: Immediate Care
- 5) EXS 283 Clinical Anatomy and Kinesiology
- 6) EXS 286 Physical Agents for Musculoskeletal Injuries
- 7) EXS 288 Orthopedic Assessment of the Lumbar Spine and Lower Extremities
- 8) EXS 289 Orthopedic Assessment of the Lumbar Spine and Upper Extremities
- 9) EXS 302 Athletic Training Clinical Practice III: Orthopedic Evaluation
- 10) EXS 303 Athletic Training Clinical Practice IV: General Medicine
- 11) EXS 328 Orthopedic Appliances and Advanced Taping Techniques
- 12) EXS 388 Therapeutic Exercise for Musculoskeletal Injuries
- 13) EXS 402 Athletic Training Clinical Practice V: Treatment and Rehabilitation
- 14) EXS 403 Athletic Training Clinical Practice VI: Capstone in Athletic Training
- 15) PCH 370 Emergency Training Technician (EMT)
- 16) SOC 235 Environmental Sociology

Revised Program Proposals

1. BS Recreation and Leisure Studies; Concentration: Therapeutic Recreation

2. **Motion** approved unanimously

3. Kim Laing cautioned that students can transfer credits “C or better,” and departments should consider not raising this standard to “C+ or better” because it would restrict the number of transfer credits.

ii. Minutes of 11/17 meeting received

c. WACC

i. Discussion of 11/17 meeting

1. **Motion** to approve the following W-courses:

- 1) MAT 488 Seminar in Mathematical Modeling (J. Scheuermann)
- 2) GEO 208 Political Geography (G. Ross-Reynolds)
- 3) EDU 414 Applications of Child Development (G. McVerry)
- 4) EDU 308 Children’s Literature and Literature: Early Childhood (G. McVerry)
- 5) EDU 307 Children’s Literature and Literature (G. McVerry)
- 6) ART 309 Arts of Africa (N. King)

2. **Motion** approved unanimously

3. Writing Board contest will be announced shortly. All students in writing courses are encouraged to submit papers for consideration.

4. Kim Lacey will continue as interim director for spring.

ii. Minutes of the 11/17 meeting received

- d. PRAC
 - i. Discussion of 11/17 meeting
 - 1. Reviewed revised self-study report from Department of Information & Library Science.
 - 2. **Motion:** to support PRAC's decision that to recommend that UCF grant continuing approval to the Department of Information & Library Science. **Motion** approved unanimously
 - 3. **Motion:** to approve PRAC's bylaws; **Motion** approved unanimously
 - ii. Minutes of 11/17 meeting received
- e. UWIC
 - i. Discussion of 11/17 meeting
 - 1. **Motion** to approve the following courses:
 - 1) MKT 350 Product and Market Planning (T2 CD)
 - 2) GEO 105 Critical Thinking: Food Systems – A Geography (T1 CT)
 - 3) WMS 150 Women, Community, Technology (T1 TF)
 - 2. **Motion** approved with one abstention
 - ii. Minutes of 11/17 meeting received
- f. LEPC
 - i. Discussion of 11/16 meeting
 - 1. **Motion from 11/30 meeting:** It is moved that the Multilingual Communication Key Element for Language Proficiency be modified as follows:

Language Proficiency - Participating in interpersonal, presentational, and interpretive modes of communication at the following levels as defined by the standards of the American Council on the Teaching of Foreign Languages (ACTFL): western language – *intermediate low*; non-western language *novice high*.
 - 2. **Motion** approved unanimously
 - ii. Minutes of 11/16 received

V. Old Business

- a. **Motion** to accept WACC Bylaws; **Motion** approved unanimously
- b. Steering Committee **motion on electives:** Because programs that require external certification go well beyond the required 120 credits to graduate, the Steering Committee moves that the elective requirement for BS degrees of 12 elective credits be waived for the teacher certification programs and the Nursing program.
 - i. Motion to accept a friendly amendment by Ken McGill (2nd by Judith Mills) after moves, “waived the elective requirements.”
 - ii. Jim Tait called the question, but original motion tabled.

VI. New Business

Meeting adjourned at 10:50 a.m.

These minutes are respectfully submitted by Michele Vancour.

NPIC met electronically this week with one piece of new business.

I. New Business

A. Notification of 1 special topics section was presented and logged.

<u>Course #</u>	<u>Transcript Title</u>	<u>Semester</u>	<u>Times taught</u>
MDS 398	Funny Girl: Women & TV	Spring 2012	0

Description of logged course with full title

MDS 398 – Funny Girl: Women & Television

This course critically explores female television comedy from early characters to contemporary portrayals. From Lucille Ball to Tina Fey--Mary Tyler Moore to Murphy Brown--feminine forms of comedy accommodate, challenge, and/or resist patriarchal conventions. Drawing upon the empirical and theoretical work of key thinkers in media and feminist criticism, this course explores how women in comic roles negotiate the feminine in both domestic and professional terrains on television. Students will study historical and contemporary television portrayals of women's comedy as it reflects and/or reinforces cultural norms and tensions regarding race, class, and gender.

Respectfully submitted by: Gregory Adams

Southern Connecticut State University
Writing Across the Curriculum Committee
Minutes
December 8, 2011

WACC did not meet.

PRAC Minutes
December 8, 2011

PRAC did not meet.

University-Wide Impact Committee
Minutes 12/8/11

Present

P. Beals, JWA. Fullmer, E. Keenan, K. Laing, L. Lancor, H. Lockwood, A. Marsoobian, M. McClain, J. Mielczarski, J. Mills, B. Nakamura, W. O'Brien, M. Shea, D. Weiss

Absent

K. Gatzke, J. O'Hara, T. Regan, A. Reynaga, W. Yu

I. Call to Order

The meeting was called to order at 9:39 am.

II. Old Business

The standing committee discussed and revised sections I-VIII of the UWIC bylaws. By the next meeting, UWIC will examine the preamble of its bylaws detailing the committee's responsibilities and then put forth a motion for the committee's final approval.

III. New Business

LEP COURSE PROPOSALS

SOC 235 Environmental Sociology (T2 SSSC)
Motion to approve by D. Weiss, seconded P. Beals
Motion passed 10-0-2

CHE 125 Principles and Applications of General, Organic, and Biochemistry (T2 NW II)
Motion to approve by D. Weiss, seconded M. Shea
Motion passed 11-0-1

IV. Adjournment

The meeting adjourned at 10:55 am.

Minutes prepared by Byron Nakamura

Liberal Education Program Committee Meeting
Wednesday, November 30, 2011
3:25– 4:45pm, Math Conference Room - EN D122
Meeting Minutes

Present: Polly Beals, John Daponte, Joe Fields, Wendy Hardenberg, Marty Hartog, Nicole Henderson, Elliott Horch, Rich Kustin, Kim Laing, Wesley O'Brien (recording), Elsie Okobi, Jim Tait, Deb Weiss (Chairperson)

Minutes of 11/16/11 minutes approved with one change.

The committee scheduled an additional meeting for Wednesday 12/14, 12:00-4:00. The provost will provide lunch.

Exemption Policy

The committee took up the issue of creating an exemption policy.

Jim argued for a comprehensive solution for departments with students unable to graduate in 4 years because of credits added by the LEP. Flexibility is mandated by the LEP document.

It was suggested that some departments should be encouraged to reexamine their programs for possible credit-load reduction. On the other hand some members expressed discomfort because it is not within the committee's purview to suggest program revisions.

John felt it was important to discern to what extent LEP is responsible for extended graduation times. He suggests that departments seeking exemptions should provide explanation of LEP's responsibility.

Deb felt exemptions are not appropriate for programs without credit issues, and that the request for an exemption by NUR, as it was presented, is not based upon the LEP causing undue difficulty with regard to students' timely graduation.

A possible solution to Nursing's concern regarding redundancy would be to certify a NUR course as an LEP course in Mind and Body. Nursing students could be required to take the NUR T2 Mind and Body course to fulfill their requirement.

John suggested that we need guidelines to identify what constitutes a "credit-heavy," program, and Wes suggested that a working definition would be based on a department's demonstration that students are unable to complete a program in 4 years as a result of credit-load imposed by the LEP.

Nicole pointed out that the ability to graduate in 4 years often depends on necessary developmental courses.

Wes raised a larger concern with regard to the Board of Regents looking askance upon LEP if it extends graduation times. Administration has indicated that the BOR *could* determine that the program is not in the best interests of CT. Jim pointed out that Dean Fredeen has indicated precisely this concern and has suggested that if a single model is adopted for the entire system, that our LEP must be that model.

It was suggested that because the credit problem seems specific to education programs requiring certification, that it would be helpful if PSY could propose an alternative to PSY

370's prerequisite requirement. Jim suggested that Dean Fredeen might be asked to approach PSY with this possibility.

Concerns Brought Forward by World Languages and Literature (WLL)

WLL Chairperson Elena Schmitt joined us to discuss resource issues and proficiency requirements.

Proficiency Issue

Deb called our attention to the motion provided in the agenda regarding the LEP document language for T1 Multilingual Communication. The motion follows:

The Multilingual Communication Key Element for Language Proficiency will be modified as follows:

From: Language Proficiency - Participating in interpersonal, presentational, and interpretive modes of communication at the following levels as defined by the standards of the American Council on the Teaching of Foreign Languages (ACTFL): western language – *intermediate mid*; non-western language *intermediate low*.

To: Language Proficiency - Participating in interpersonal, presentational, and interpretive modes of communication at the following levels as defined by the standards of the American Council on the Teaching of Foreign Languages (ACTFL): western language – *intermediate low*; non-western language *novice high*.

The brief discussion that followed focused on clarifying the way credits are granted with regard to when the STAMP test is taken. Although students receive 3 credits if they successfully take the test to waive the 200 level language requirement, they do not receive an *extra* 3 credits when they take the test as part of the 200-level requirement.

This concern was nonetheless somewhat removed from the actual motion, which is about changing the levels that the student is required to reach.

The motion passed unanimously

WLL Resource Issue

The LEPC is working to draft an academic impact statement to bring to UCF with regard to providing WLL the resources necessary to facilitate offering adequate sections and selection.

Elena outlined a number of the most pressing issues facing the department. These include:

- Room availability—the need for additional space.
- Difficulties accommodating the University's scheduling constraints.
- Staffing issues—Most sections of SPA and FRE 200 are taught by adjunct faculty. Using adjunct faculty to bring students to proficiency levels is an area of concern.
- Lack of necessary support to develop a more appropriate placement exam. Self-placement has been woefully inaccurate, creating frustration and costing

students time. Although there are commercially available placement tests, it is unacceptable to ask students to pay for placement exams.

John asked after the adequacy of language labs and tech support for those labs.

Elena indicated that there are 2 labs and that WLL could put another to good use. She suggested another possibility would lie in creating a virtual language lab which could be utilized by students off campus.

After further discussion, the committee began working to draft a resolution to bring to UCF.

Marty suggested that the resolution contain language to remind administration that they have committed to provide LEP necessary resources.

Elsie suggested the need for specificity.

Eilott suggested that resources for WLL should be positioned as an *initial* problem—which is to say that it is not the only problem presented by inadequate resources.

It became clear that drafting the resolution as a whole committee would be overly cumbersome. Deb and Polly volunteered to work on the language for the resolution and to provide it to the members.

Exemption Policy: The Sequel

The committee returned to the discussion regarding exemptions.

The committee wondered whether or not the departments seeking exemptions had met yet, and Wes asked if we could inquire as to their progress in drafting some kind of a global solution that would meet their needs.

Polly pointed out that NUR is the only department that has specifically requested an exemption.

Committee members noted that in the effort to reduce credits, an exemption is only one possible solution. Other possibilities need to be explored.

Deb asked Marty if Nursing was waiting for/expecting a formal answer regarding their request, and Marty indicated that he is going to meet with them and ask.

Nicole and others noted the committee's agreement that the exemption process should be limited to credit-heavy programs who demonstrate that there is no other way to address the problem.

Committee members felt that Nursing's request was not based specifically on having too many credits imposed by the LEP.

Nicole agreed to draft a qualifications list as a starting point for creating a policy, e.g., students are unable to graduate in 4 years due to too many credits required by major, Department has worked with the LEPC Director to find alternatives, etc.

Committee adjourned at 4:47pm.

Liberal Education Program Committee Meeting
Wednesday, December 7, 2011
3:25– 4:45pm, Math Conference Room - EN D122
Meeting Agenda

Present: Polly Beals, John Daponte, Joe Fields, Wendy Hardenberg, Marty Hartog, Elliott Horch, Liz Keenan, Kim Laing, Wesley O'Brien (recording), Jim Tait, Deb Weiss (Chairperson)

Meeting called to order at 3:25

Minutes of 11/30/11 approved unanimously

Motion regarding administration's allocation of resources for LEP implementation

Originally proposed motion:

Whereas SCSU exists for the primary purpose of furthering academic excellence;
and whereas University administration has made a commitment to provide the resources necessary to support implementation of the Liberal Education Program (LEP);

and whereas Tier 1 courses should be completed as early as possible in a student's program;

and whereas a concern has emerged regarding the unavailability of multilingual communication courses for many students during their first semester;

be it resolved that University administration make it an utmost priority to provide the necessary resources that will facilitate implementation of the LEP.

Wes suggested that the Senate's Academic Policy Committee (APC) might play some role in supporting the motion. There was consensus that APC would be notified of the resolution.

Jim suggested the end of the motion be directed toward WLL concerns. He expressed concern that the motion is redundant in suggesting that administration should do what they have already promised.

The motion passed unanimously with the addition of the reference to WLL. The approved motion follows:

Whereas SCSU exists for the primary purpose of furthering academic excellence;

and whereas University administration has made a commitment to provide the resources necessary to support implementation of the Liberal Education Program (LEP);

and whereas Tier 1 courses should be completed as early as possible in a student's program;

and whereas a concern has emerged regarding the unavailability of multilingual communication courses for many students during their first semester;

therefore be it resolved that University administration make it an utmost priority to provide the necessary resources to facilitate implementation of the LEP, e.g., the necessary sections for WLL.

Joe suggested that Maryann Kennedy be apprised of the motion. Polly said she had already spoken to her about it.

Exemptions Policy

Marty wants us to think about a process or policy for departments who seek exemptions.

Deb shared some language she had begun to draft.

Polly reminded the committee that we have not been inundated with exemption requests—that nursing is the only department so far to have made a request. She is concerned that a procedure might invite more requests.

John recommended against changes or revisions during the transition period, but suggested we created a procedure for departments to request exemptions.

Wes suggested that last semester's referendum to halt implementation of the LEP came because there was no mechanism in place to address departments' concerns regarding the difficulty students could encounter in finishing their program in 4 years.

Liz suggested that we do not have to create a resolution—that we simply need to agree on a policy.

Joe suggested that a larger issue involves ongoing lack of communication with the University about the LEP.

Kim felt that we don't need to do anything other than to tell nursing to address their request in writing to LEPC.

Marty reiterated the need for an agreed-upon policy.

The committee agreed with Deb's suggestion that she communicate the following at the next UCF meeting:

The LEPC would like to remind the UCF that departments with concerns about the impact of the LEP on their majors' ability to graduate in a timely manner should submit those concerns in writing to the LEPC Chairperson.

Placement of Transfer Students

The current policy for placement follows:

Fall 2011

- Students entering SCSU with 15 credits and under are advised in the LEP.
- Students entering SCSU with 15-30 credits will have their transcripts evaluated by Academic Advising to determine which program will maximize their number of transferrable credits.
- Students entering with 30 or more will be advised as AUR students.

After a long discussion, the committee reached consensus on the following placement guidelines:

Spring 2012

Placement follows current Fall 2011 guidelines.

Fall 2012

- Students entering SCSU with 44 credits or less will be advised as LEP students.
- Students entering SCSU with 45-59 credits will have their transcripts evaluated by Academic Advising to determine the best program to maximize use of transfer credits.

- Students entering SCSU with 60 credits or more will be advised under the AUR program.

Meeting adjourned at precisely 4:45

**Undergraduate Curriculum Forum
Notifications Management Committee Minutes
December 8, 2011**

Present: Cindy Simoneau (Chair), Laura Bower, Jen Cooper, Margaret Das, Corey Hannah, Erin Larkin (Alt), Sobeira Latorre, Jingjing Liu, Nuncia Moniello, Derek Taylor, Sophia Myers (UCF Secretary)

Absent: Sean Grace (Alt), Elizabeth Rodriquez-Reyes

Meeting called to order at 9:15am

New Course Proposals

MKT 101 – Conceptual Foundations of Business *

Motion to approve:

Motion: D. Taylor; C. Hannah

Motion passed: 8-0-0

POR 200 – Portuguese III *

Motion to approve:

Motion: D. Taylor; L. Bower

Motion passed: 9-0-0

SOC 267 – Sociology of Sports

Motion to approve:

Motion: M. Das; D. Taylor

Motion passed: 8-0-1(C. Hannah)

*attachment of proposal at the end of this document; includes EXS opposition to proposal

Revised Course Proposals

ART 106 – Critical Thinking in the Visual Arts

Motion to approve: TABLED

Motion:

Motion passed:

EDU 206 – The Principles of Early Childhood **

Motion to approve: TABLED

Motion:

Motion passed:

EDU 309 – Curriculum Design and Methods for Preschool

Motion to approve:

Motion: D. Taylor; C. Hannah

Motion passed: 9-0-0

MAT 107 – Elementary Statistics *

Motion to approve:

Motion: L. Bower; C. Hannah

Motion passed: 9-0-0

MAT 108 – Mathematics for the Natural Sciences **

Motion to approve: Pending change in prerequisite language

Motion: C. Hannah; M. Das

Motion passed: 9-0-0

MAT 122 – Precalculus *

Motion to approve: pending change in prerequisite language

Motion: L. Bower; M. Das

Motion passed: 9-0-0

MAT 139 – Short Course in Calculus for Social Sciences

Motion to approve:

Motion: C. Hannah; E. Larkin

Motion passed: 7-0-1

MAT 260 – Geometry and the Arts **

Motion to approve: TABLED

Motion:

Motion passed:

MIS 380 – Cloud Computing for Business

Motion to approve: TABLED

Motion:

Motion passed:

THR 227 – Oral Interpretation of Poetry and Prose **

Motion to approve: Pending clarification

Motion: C. Hannah; S. Latorre

Motion passed: 9-0-0

THR 424 – Shakespeare Workshop **

Motion to approve: Pending clarification

Motion: M. Das; D. Taylor

Motion passed: 9-0-0

Revised Program Proposals

BS Information Management and Services

Motion to approve:

Motion: C. Hannah; M. Das

Motion passed: 9-0-0

BS Communication Disorder

Motion to approve: Pending clarification

Motion: D. Taylor; M. Das

Motion passed: 9-0-0

BA Mathematics

Motion to approve:

Motion: M. Das; D. Taylor

Motion passed: 8-0-0

BS Mathematics/Concentration: Applied Mathematics

Motion to approve:

Motion: L. Bower; J. Cooper

Motion passed: 8-0-0

Departmental Minor Revision Proposal

Information Management and Services

Motion to approve:

Motion: E. Larkin; M. Das

Motion passed: 9-0-0

Interdisciplinary Minor Revision Proposal

Criminal Justice Minor

Motion to approve:

Motion: E. Larkin; M. Das

Motion passed: 9-0-0

Meeting Adjourned 10:50

Tier 1 *

Tier 2 **

Tier 3 ***

**Undergraduate Curriculum Forum
Notifications Management Committee Minutes
December 14, 2011 (Electronic meeting)**

Present: Cindy Simoneau (Co-chair), Laura Bower, Jen Cooper, Margaret Das, Sobeira Latorre, Jinjing Liu, Nuncia Moniello, Elizabeth Rodriguez-Reyes, Sophia Myers (UCF Secretary)

Absent: Sean Grace (Alt), Corey Hannah, Erin Larkin (Alt), Derek Taylor

New Course Proposals

MAT 260 -- Geometry and the Arts

Motion to approve:

Motion: C. Simoneau; L. Bower

Motion passed: 8-0-0

Revised Program Proposals

EDU 206 – Principles of Early Childhood

Motion to approve:

Motion: C. Simoneau; L. Bower

Motion passed: 8-0-0

UNDERGRADUATE CURRICULUM FORUM
NEW COURSE PROPOSAL – SIGNATURE SHEET



Revised: 9/3/10
ORIGINAL

RECEIVED NOV 10 2011

See New Course Proposal Directions or use highlighted links for directions to complete forms.
See Key to Abbreviations as needed.

Box 1

Subject Code: SOC Course Number: 267 (Verify Availability of the Number with Registrar's Office)

Title: Sociology of Sports

Department: SOC

Contact Person: Jon P. Bloch

Phone Ext.: 25685

Email: blochj1

DCC Votes: For: 4 Against: 0 Abstentions: 0

Department Votes: For: 5 Against: 0 Abstentions: 0

Box 2

Signatures:

DCC Chair: Shirley A. Jackson Date DCC approved: 11/4/11 No DCC

Dept. Chair: J.P. Bloch Date Dept. Chair approved: _____

Box 3

List other depts. (use dept. code) affected by this proposal and attach letters/email of acknowledgment from the chair(s).

Department: _____ Acknowledgment Attached:

Department: _____ Acknowledgment Attached:

Department: _____ Acknowledgment Attached:

Department: _____ Acknowledgment Attached:

UCF Use Only:

Date the Completed proposal (with all necessary attachments) was received in UCF Office: _____

School Curr. Comm. Chair: _____ Date SCC Approved: _____

NMC Chair: _____ Date NMC Approved: _____

UWIC Chair (if LEP approved): _____ Date UWIC Approved: _____

UCF Chair: _____ Date UCF Approved: _____

Provost or Designee: _____ Date Approved: _____

Date UCF Received Final Approval: _____

UNDERGRADUATE CURRICULUM FORUM
NEW COURSE PROPOSAL – SUMMARY SHEET

Proposed Effective Term: (Check UCF timetable for suggested dates to submit proposals.)

Fall: Spring: Summer: Year: 2011

Subject Code: SOC Course Number: 267 (Check with Registrar's Office for availability of numbers)

Title: Sociology of Sports

(If more than 29 characters, provide Transcript Title)

Transcript Title (max 29 characters): Sociology of Sports

Catalog Description: SOCIOLOGICAL EXPLORATION OF THE WORLD OF SPORTS AND RELATED LEISURE ACTIVITIES, AND HOW THESE DOMAINS REFLECT, REIFY, AND CHANGE SOCIETY, AS WELL AS HOW BODY IMAGE PLAYS A ROLE IN SPORTS AND LEISURE, WHICH IN TURN IMPACTS PERCEPTIONS OF SELF AND SOCIETY
3 CREDITS.

Prerequisites: none

Credits: 3

Contact Hours per Week: Lecture: 3.0 Lab: _____ Other: _____

Check appropriate boxes below (see directions for details):

- Required in Program (Revised Program Proposal is required)
- Elective in Major
- Free Elective
- I intend to submit this proposal to the UWIC for Liberal Education Program (LEP) approval.
- I intend to submit this proposal to the WACC for "W" course approval.

I have attached the following appendices (see directions for details):

- Rationale
- Learning Objectives
- Course Outline
- Method(s) of Evaluating Students
- Bibliography
- Acknowledgement(s) from affected departments

Appendices (Copy and paste or enter directly course outline, bibliography, etc.)

RATIONALE FOR SOC 267: SOCIOLOGY OF SPORTS:

Sport, leisure and body issues are all recognized areas in sociology, yet to date SCSU has not offered a sociology course on these topics. The information covered will be relevant to students who wish to work as volunteers or professionals in the wider community. For example, people generally engage in leisure pursuits when not working or in school; are these activities constructive or destructive to the community and to the self? How are sports used to reinforce and also change social norms and stereotypes? The course also raises important issues about gender, ethnicity and lifestyle, which can be applied to other areas of sociology as well as toward having a better understanding of these issues. Further, our society is evermore grappling with issues related to the body and body image.

LEARNING OBJECTIVES: See syllabus.

COURSE OUTLINE: See syllabus.

METHOD(S) OF EVALUATING STUDENTS: See syllabus.

BIBLIOGRAPHY: See syllabus.

ACKNOWLEDGEMENT(S) FROM AFFECTED DEPARTMENTS: See attached.

Sociology of Sports (SOC 267/01W)
Dr. Jon P. Bloch (pronounced "Block")
E-mail: Blochj1@southernct.edu

Web Page: <http://home.southernct.edu/~blochj1>
Office: EN C 023 B
Office Hrs: TBA

COURSE SYLLABUS

Welcome to Sociology of Sports. In this course, we will explore numerous social activities that some of us may take for granted: sports and leisure. It is hoped that by viewing these activities through the lens of sociology, we will see that they are not as simple as they may appear on the surface. In fact, the presence or absence of—and the nature of—sport and leisure events can reinforce or change the individual and society. Sport and leisure will also be seen as closely related to body issues that have become serious matters in our world.

Catalog Description: Sociological exploration of the world of sports and leisure activities, and how these domains reflect, reify, and change society, as well as how body image plays a role in sports and leisure, which in turn impacts perceptions of self and society 3 credits.

Sociology Program Goals:

- 1) Students will conceptualize and frame personal, work-related, and/or social issues from the perspective of sociology.
- 2) Students will collect, analyze and interpret data relevant to personal, work-related and/or social issues from the perspective of sociology.
- 3) Students will identify the value of pro-active citizenship in the form of community/university service, and/or professional activities.
- 4) Students will recognize and appreciate human difference on the basis of social class, race/ethnicity, gender and sexual orientation, and the skills to apply their understanding in diverse social contexts.

We will pursue this material in a manner consistent with the goals of the National Council for Accreditation of Teacher Education (NCATE), as elaborated through the principals of SAILS (Scholarship, Attitudes and Dispositions, Integrity, Leadership, and Service). In so doing, we will be preparing you for your capstone experience as a sociology major, in which you will pursue either an internship, senior seminar or sociology honors.

Learning Objective	Outcome Measures
Students can distinguish between major sociological theories and concepts pertaining to sports, leisure and the body	Objective items, class participation
Students can cite key findings of empirical studies on sports, leisure, and the body	Objective items, class participation
Students can apply this information to key social issues and/or their daily lives	Objective items, PowerPoint presentation, class participation
Students can apply this information to problem-based, writing intensive assignments that emphasize critical thinking	Writing assignments
Students can demonstrate state-of-the-art computer technology skills	Final project

Required Readings: A series of online readings from scholarly journals, listed toward the end of the syllabus, and posted online on the course web page. At this same location you will find study guides and other materials to help you achieve success in the course. Further, students are strongly encouraged to post information themselves that they feel would be of interest to the class.

Lecture materials will be featured in exams, while the readings will be used for writing assignments.

Generally, students should expect two hours per week of homework for each in-class credit hour. Therefore, you should spend an average of six hours per week keeping up on readings and doing other projects for this course.

1. How to contact me: USE E-MAIL. I am more happy than set up an appointment to answer your questions, but I like to avoid "phone tag." However, if you e-mail me, I will answer your question in a timely manner. (Note: If you want to meet with me during my regular office hours, you do not need to set up an appointment.) I often send e-mails to the entire class using My SCSU, so it is important that you set up your SCSU e-mail, and check it on a regular basis.

Do not ask if you can use a different e-mail address. Through "MY SCSU," I can e-mail the entire class at once. Important messages might be sent out to the class, and you will be expected to regularly check your SCSU e-mail to know this information. Also, increasingly, outside e-mail addresses are posted as spam by the SCSU server. Thus, if you use a different address, your message might be listed as spam, and I will not see it. Furthermore, you can transfer your SCSU messages to another e-mail address, if that is more convenient.

NOTE: My e-mail address is available for matters pertaining only to academia, and is not to be used for any other purpose.

2. Grading Criteria. Your grade will be based on the following:

Two exams (100 points each):	200
Short writing assignments (150 points total):	150
In class/ small group exercises	150
Final Group Presentation:	150
Participation:	50
TOTAL	700

During the semester, you will receive a raw scores, not letter grades. Thus, an "89" is recorded as an "89," instead of as a "B+." The three raw scores then are added together for a final grade. This should maximize the likelihood of your doing well in the course.

Final grading will use the following scale:

A+ = 686-700	B+ = 609-629	C+ = 539-559	D+ = 469-489
A = 651-685	B = 581-608	C = 511-538	D = 441-468
A- = 630-650	B- = 560-580	C- = 490-510	D- = 420-440
F = 419 or less			

3. Cut-off points are strictly enforced. For example, if your final average is 629.89, your final grade is B+.

4. Your grade is based on the criteria defined herein. Exams and so on provide the basis for your grade. Please do not waste your time and mine by stating that you should have received a higher score because you "worked hard." It is taken for granted that students should work hard; as noted above, it is normal to expect an average of six hours of homework per week. Obviously, all students would rather get a high score than a low one. Saying you should have received a higher grade despite your score is like saying you should have won the gold medal in figure skating even though you missed all your jumps, because you practiced more hours than the person who won. Moreover, effort is taken into account through grading policies regarding participation and attendance.

5. Participation: If you regularly participate in every class, you can receive upwards of 50 points for participation. If you participate less than that, you can expect fewer points for participation; if you rarely or never participate, your score might be as low as zero. For example, if you have earned 559 points for your exams, papers and presentation, and get 50 points for participation, your final score will be 609, which is an B+. However, if you earn zero points for participation, your score is still 559, which is a C+. Asking questions simply for the sake of asking questions, or asking simple procedural questions such as when an assignment is due, does not count for participation. Instead, you must make interesting contributions to class discussions and exercises that integrate course materials. In other words, you must learn to speak the language of the course. You will be expected to be familiar with reading materials in advance of class; I might call on you to explain the next terminology, and you will be expected to provide an answer. You also will be expected to participate in class exercises. If it is apparent that most students are not keeping up with the readings, I reserve the right to start giving in-class quizzes on the reading assignments. Also, group and in-class assignments account for 150 points of your total grade, and cannot be made up if missed.

6. Attendance: Attendance will be taken toward the end of every class period. You will be permitted four absences; beginning with your fifth absence, you lose five points off your final score per absence. For example, if you miss four classes and your total score is 560 (B-), your final score is 560 (B-). However, if you miss five classes and your total score is 560, your final score goes down to 555 (C+). With six absences, your score goes down to 550, and so forth. Remember, it is only with your fifth absence that you start to lose points. Thus, if you miss as many as four classes, you do not need to alert me as to why you missed class. You will not be able to sign off as present before the attendance sheet is passed around. If you fail to sign the attendance sheet, you will be marked absent, period. I am not able to look up previous attendance sheets to see if you signed.

7. Exams: Exams will be objective (Multiple choice, T/F, matching). The exams will be take-home.

8. Late Exam Policy: You lose five points for each subsequent class session that goes by without turning in your exam. No exceptions will be made.

9. Short Writing Assignments: There will be a series of short (one page) writing assignments. Student input will be sought as to the specific topic(s) of the writing assignments. It is important to keep up with these assignments.

Key elements of the American Sociological Association (ASA) Style Guide can also be found on the course homepage. This is also where writing assignments will be posted.

10. In-class/small group exercises: There also will be specific assignments that emerge from our class discussions; many if not all of these will be conducted in small groups. These assignments may involve observation, research, and other skills. Some may also require time outside of class.

11. Late Assignment Policy: For each subsequent class session your writing assignments are late, you will lose five points. No exceptions will be made. In-class exercises cannot be made up.

12. Final Project: During the final exam period, there will be a series of group presentations. Groups will be assigned by about the second week of class. Some class time will be set aside during the semester for groups to meet. Each group will have 15 minutes (unless informed otherwise) to make its presentation, plus a few minutes for questions. This process will include each group being asked spontaneous questions from another group, on the basis of the presentation given.

Each group will pick a topic pertaining to social interaction for sociological analysis. Each group should have a different topic; the sooner a group decides on a topic, the sooner it can "reserve" it. You will then use at least three course readings and at least three key ideas from lecture to analyze this topic. It must be apparent that you are basing your analysis on these course materials.

Presentations must utilize PowerPoint. This will help ensure a professional presentation, as well as help groups to concisely organize their main points. No homemade posters, etc. will be permitted. A working knowledge of programs such as PowerPoint will prove extremely useful upon graduation.

13. Grading Presentations: Generally speaking, all members of a group receive the same grade. However, when it is apparent that a given group member has either contributed much more or contributed much less, a student's grade will go up or down accordingly.

14. Voting Out Group Members: Through unanimous vote, a group can recommend to me that a member be removed from their group. I will then consider the matter, and make a decision. Grounds for removing a group member should not be based on mere difference of opinion, but on the failure a group member to attend group meetings, and/or do a fair share of the work.

15. Missed Presentation: All students are expected to stay for all presentations. Students who arrive late or leave early will get 20 points deducted from their grade (the other members of their group will not be effected). Students who do not show up for the presentations or who have been removed from their groups have a choice of receiving a score of "zero" for their presentation grade, or writing a 10-page, double-spaced paper on the topic of the missed presentation, with one-inch margins and 10-12 point type. The paper will be due by 5:00 PM on the last day of class.

16. General Responsibilities:

° If you miss class, you will need to get lecture notes from another student.

- ° Films will not be shown on an individual basis.
- ° If you lose your syllabus, you must acquire another copy from another student or from the course web page.
- ° The only opportunities for extra credit, if any, will be ones assigned to the entire class. There will be no special extra credit assignments for individual students.
- ° You are expected to make back-up copies of your papers and presentations. You should also e-mail them to yourself, to have as many copies as possible. Students who save their work on only one disk and who then cannot open the disk will not be given extra time to make up the work.
- ° You are expected to complete all the assignments for the course, and by the last day of the course. Students who do not do so will receive a final grade of F. Per SCSU policy, grades of "Incomplete" (I) are given rarely, and only in extreme situations that were truly unavoidable.

17. Students with Disabilities: As a student with a disability, before you may receive accommodations in this class, you will need to make an appointment with the Disability Resource Center located in EN C 105 to arrange for approved accommodations. However, if you would like to speak with me about other information, such as emergency medical information, or arrangements in case the building must be evacuated, please make an appointment as soon as possible.

18. Academic Misconduct: Students are expected to conduct themselves within the guidelines specified in the Student Handbook. Any student who violates the expected code of conduct is subject to serious reprimand, up to and including academic dismissal from the university.

19. Plagiarism: All students must produce original work. Outside sources are to be used only as specified in the instructions, and are to be properly referenced and/or quoted. Lifting copy from web sites or other sources and trying to pass it off as your original words constitutes plagiarism. Such cases can lead to academic dismissal from the university.

TENTATIVE TOPICS, READING ASSIGNMENTS, AND DUE DATES

Part I: Foundations of Micro Sociology

Topic 1: Introduction
Read: Readings 1a and 1b

Topic 2: Boys, Men and Sports
Read: Readings 2a and 2b

Topic 3: Girls, Women and Sports
Read: Readings 3a and 3b

Topic 4: GLBT Athletes
Read: Readings 4a and 4b

Topic 5: Sports and Race/Ethnicity
Read: Readings 5a and 5b

Topic 6: Sports and Disability
Read: Readings 6a and 6b

Topic 7: Sports and Drugs
Read: Readings 7a and 7b

EXAM #1 on Topics 1 through 7
PAPER #1 due

Part II: Micro Group Processes

Topic 8: Sociology of Recreation and Leisure
Read: Readings 8a and 8b

REWRITE OF PAPER due

Topic 9: Recreation, Leisure, and Physical Space
Read: Readings 9a and 9b

Topic 10: Recreation, Leisure and Culture
Read: Readings 10a and 10b

Topic 11: Recreation, Leisure and Conflict
Read: Readings 11a and 11b

Topic 12: Boys, Men and Body Image
Read: Readings 12a and 12b

Topic 13: Girls, Women and Body Image
Read: Readings 13a and 13b

Topic 14: The Future of Sport, Leisure and Body
Read: Readings 14a and 14b

EXAM #2 on Topics 8 through 14, PAPER #2 due

Final exam period: Group presentations

Complete List of Course Readings:

- 1a.** Green, Ken and Andy Smith and Miranda Thurston, Miranda. 2009. "Busy Doing Nothing? Physical Education Teachers' Perceptions of Young People's Participation in Leisure-Sport." *Sport, Education & Society*, 14: 401-420.
- 1b.** Lusher, Dean and Gary Roberts. 2010. "The Application of Social Network Analysis to Team Sports." *Measurement in Physical Education and Exercise Science*, 14: 211-224.
- 2a.** 2010. Pringle, Richard G. and Christopher Hickey. "Negotiating Masculinities via the Moral Problematization of Sport." *Sociology of Sport Journal*, 27: 115-138.
- 2b.** Gee, Sarah. 2009. "Mediating Sport, Myth, and Masculinity: The National Hockey League's 'Inside the Warrior' Advertising Campaign." *Sociology of Sport Journal*, 26, 578-598
- 3a.** Grogan, Sarah, et al. 2004. "Femininity And Muscularity: Accounts of Seven Women Body Builders." *Journal of Gender Studies*, 13: 49-61.
- 3b.** Maylon T. Hanold, Maylon T. 2010. "Beyond the Marathon:(De)Construction of Female Ultrarunning Bodies." *Sociology of Sport Journal*, 27, 160-177.
- 4a.** Sartore, Melanie. 2010. "The Lesbian Label as a Component of Women's Stigmatization in Sport Organizations: An Exploration of Two Health and Kinesiology Departments." *Journal of Sport Management*, 24: 481-501.
- 4b.** Bridel, William. 2007. "Sport, Sexuality, and the Production of (Resistant) Bodies: De-/Re-Constructing the Meanings of Gay Male Marathon Corporeality." *Sociology of Sport Journal*, 24: 127-144.
- 5a.** Comeaux, Eddie. 2010. "Racial Differences in Faculty Perceptions of Collegiate Student-Athletes' Academic and Post-Undergraduate Achievements." *Sociology of Sport Journal*, 27: 390-412.
- 5b.** Moore, Louis. 2010. "Fine Specimens of Manhood: The black Boxer's body and the Avenue to Equality, Racial Advancement, and Manhood in the 19th Century." *Melus*, 35: 59-84.
- 6a.** Macbeth, Jessica Louise. 2009. "Restrictions of activity in partially sighted football: experiences of grassroots players." *Leisure Studies*, 28: 455-467.
- 6b.** Arbour-Nicitopoulos, Kelly P. and Kathleen A. Martin Ginis. 2011. "Universal Accessibility of 'Accessible' Fitness and Recreational Facilities for Persons With Mobility Disabilities." *Adapted Physical Activity Quarterly*, 28: 1-15.
- 7a.** Seear, Kate and Suzanne Fraser. 2010. "The 'sorry addict': Ben Cousins and the construction of drug use and addiction in elite sport." *Health Sociology Review*, 19: 176-191.
- 7b.** Filiaulta, Shaun M. and Murray J.N. Drummond 2010. "Muscular, But Not 'Roided Out': Gay Male Athletes and Performance-Enhancing Substances." *International Journal of Men's Health*, 9: 62-81.

- 8a.** Kramer, Michael W. 2004. "Toward a Communication Theory of Group Dialectics: An Ethnographic Study of a Community Theater Group." *Communication Monographs*, 71: 311–332
- 8b.** Hjorth Oldrup, Helene. 2009. "Suburban Socialities: Between Everyday Life And Urban Leisure Space In the Metropolitan Region." *Home Cultures*, 6: 311-332.
- 9a.** Alan Bryman, Alan. 2003. "McDonald's as a Disneyized Institution: Global Implications." *American Behavioral Scientist*, 47: 154-167.
- 9b.** Spellman, Susan V. 2004. All the Comforts of Home: The Domestication of the Service Station Industry, 1920–1940." *The Journal of Popular Culture*, 37: 463-477.
- 10a.** Ravenscroft, Neil and Paul Gilchrist. 2009. "The Emergent Working Society of Leisure." *Journal of Leisure Research*, 41: 23-39.
- 10b.** McDonald, Mary G. 2009. "Dialogues on Whiteness, Leisure and (Anti)Racism." *Journal of Leisure Research*, 41: 5-21
- 11a.** Livengood, Jennifer and Monica Stodolska. 2004. "The Effects of Discrimination and Constraints Negotiation on Leisure Behavior of American Muslims in the Post-September 11 America." *Journal of Leisure Research*, 36: 183-208.
- 11b.** Noe, Francis P. 2009. "Autonomous Spheres of Leisure Activity for the Industrial Executive and Blue Collarite." *Journal of Leisure Research*, 41: 395-424.
- 12a.** Hall, Karen J. 2004. "A Soldier's Body: GI Joe, Hasbro's Great American Hero, and the Symptoms of Empire." *The Journal of Popular Culture*, 38: 34-54.
- 12b.** David Buchbinder. 2004. "Object or Ground? The Male Body as Fashion Accessory" *Canadian Review of American Studies*, 34: 221-231.
- 13a.** Smith, Ariane and Trent Petrie. 2008. "Reducing the Risk of Disordered Eating Among Female Athletes: A Test of Alternative Interventions." *Journal Of Applied Sport Psychology*, 20: 392-407.
- 13b.** D'Abundo, Michelle Lee. 2009. Issues of health, appearance and physical activity in aerobic classes for women. *Sport, Education and Society*, 14: 301-319.
- 14a.** Burns, Nicola and Kevin Paterson and Nick Watson. 2009. "An inclusive outdoors? Disabled people's experiences of countryside leisure services." *Leisure Studies*, 28: 403–417
- 14b.** Phillips, Barbara J. 2005. "Working Out: Consumers and the Culture of Exercise." *The Journal of Popular Culture*, 38: 525-551.

Additional readings: The following recently published books can be found in Buley Library:

Altman, Irwin. 1989. *Public places and spaces*. New York : Plenum Press.

Delaney, Tim. 2009. *The sociology of sports : an introduction*. Jefferson, N.C. : McFarland & Co.

Eitzen, D. Stanley. 2009. *Sociology of North American sport*. Boulder : Paradigm Publishers.

Gruneau, Richard S. 1999. *Class, sports and social development*. Champaign, IL : Human Kinetics.

Hargreaves, Jennifer. 1994. *Sporting females : critical issues in the history and sociology of women's sports*. London ; New York : Routledge.

Kelly, John R. 1987. *Freedom to be : a new sociology of leisure*. New York : Macmillan ; London: Collier Macmillan.

_____. 1992. *The sociology of leisure*. State College, PA : Venture Pub., c1992.

Luciano, Lynne. 2001. *Looking good : male body image in modern America*. New York : Hill and Wang.

Maine, Margo. 2004. *Father hunger: fathers, daughters, and the pursuit of thinness*. Carlsbad, CA : Gurze Books.

Nixon, Howard L. 2008. *Sport in a changing world*. Boulder : Paradigm Publishers.

Pope, Harrison. 2000. *The Adonis complex : the secret crisis of male body obsession*. New York : Free Press.

Rivers, Michael. 2004. *I'll cover you in \$20 bills : the male body beauty business*. New York : Southern Tier Editions.

Smith, Earl. 2009. *Race, sport and the American dream*. Durham, N.C. : Carolina Academic Press.

Wakefield, Wanda Ellen. 1997. *Playing to win : sports and the American military, 1898-1945*. Albany, NY : State University of the New York Press.

Wynne, Derek. 1998. *Leisure, lifestyle, and the new middle class : a case study*. London ; New York : Routledge.

Ussher, Jane M. 1989. *The psychology of the body*. London ; New York : Routledge.

Group Exercises Grading Rubric

Category	4: Above Standards	3: Meets Standards	2: Approaches Standards	1: Below Standards	0: Standards not applicable
Fulfilling the assignment	You did all that was asked in the instructions, and made it seem natural, and key to the intelligence of the work.	You did all that was asked in the instructions.	You followed many but not all of the instructions; something technical or thematic was left out.	You followed few of the instructions.	You followed none of the instructions, and gave a different presentation altogether.
Professionalism	Your presentation had a clear beginning, middle and end; the material was logically ordered; the speakers did not just read from cards or read entire slides but seemed familiar with topic; there were no typos in the graphics; questions from the audience were well answered.	Your presentation shows good effort, but is missing one of the elements at the left.	Your presentation is missing two of the elements at the left.	Your presentation is missing three of the elements at the left.	Your presentation is missing four or more elements at the left.
Visuals	The slides (or other visual materials) were easy to follow, showed effort, and were good graphic choices given the theme.	The slides (or other visual materials) were weak in one of the areas to the left.	The slides (or other visual materials) were weak in two of the areas to the left.	The slides (or other visual materials) were weak in one of the areas to the left.	Your group did not provide visuals.
Group ownership	This was obviously an original effort in which all members of the group made significant contributions.	This was obviously an original effort, but some people in the group seemed to contribute more than others.	This was obviously an original effort, but it lacked group cohesion; it seemed like everyone worked separately.	This was obviously an original effort, but everyone seemed to work separately and people contradicted each other.	The group copied its materials from another source, and gets a grade of ZERO for the assignment.
Theme	Your presentation has an intelligent theme, and the entire work is consistent with this theme.	Your presentation has a theme that you illustrate throughout, but the theme does not show much thought.	Your presentation has a confusing theme, and it is hard to tell if your paper supports it or not.	Your presentation contains a lot of information that seems unrelated to its theme.	Your presentation does not appear to have a theme.
Analysis	Your observations were accurate and showed that you can look beyond the surface for latent social meanings.	Your observations were accurate but somewhat superficial; you did not do as much critical thinking as you could have.	Your observations seem accurate but were sometimes hard to follow and not very deep.	Your observations were often inaccurate and/or confusing, and not of a college level.	You made no real observations in the presentation.

Writing Assignment Grading Rubric

Category	4: Above Standards	3: Meets Standards	2: Approaches Standards	1: Below Standards	0: Standards not applicable
A. Fulfilling the assignment	You did all that was asked in the instructions, and made it seem natural, and key to the intelligence of the work.	You did all that was asked in the instructions.	You followed many but not all of the instructions; something technical or thematic was left out.	You followed few of the instructions.	You followed none of the instructions, and wrote a different paper altogether.
B. Professionalism	Your essay has a clear beginning, middle and end; paragraphs are made appropriately at the introduction of a new topic sentence; there are no sentence fragments, run-on sentences, grammatical errors, or spelling errors.	Your essay shows good effort, but is missing one of the elements at the left.	Your essay is missing two of the elements at the left.	Your essay is missing three of the elements at the left.	Your essay is missing four or more elements at the left.
C. Citations	You refer to scholarly texts in the main body and bibliography per the ASA style guide.	You refer to scholarly texts in the main body and bibliography per the ASA style guide, but made an error.	You refer to scholarly texts in the main body and bibliography per the ASA style guide, but made two errors.	You refer to scholarly texts in the main body and bibliography per the ASA style guide, but made three errors.	You refer to scholarly texts in the main body and bibliography per the ASA style guide, but made four or more errors.
D. Ownership	You wrote this paper yourself, and it is obvious that you did so with enthusiasm, conviction and pride in your work.	You wrote this paper yourself, but it reads as though you could have put more effort in.	You wrote this paper yourself, but it reads as though you barely made time to do it at all.	You wrote this paper yourself, but it does not reflect the standard expected of a college student.	You did not write this paper yourself, and so receive a score of ZERO for the assignment.
E. Theme	Your paper has an intelligent theme, and the entire work is consistent with this theme.	Your paper has a theme that you illustrate throughout, but the theme does not show much thought.	Your paper has a confusing theme, and it is hard to tell if your paper supports it or not.	Your paper contains a lot of information that seems unrelated to its theme.	Your paper does not appear to have a theme.
F. Analysis	Your observations were accurate and showed that you can look beyond the surface for latent social meanings.	Your observations were accurate but somewhat superficial; you did not do as much critical thinking as you could have.	Your observations seem accurate but were sometimes hard to follow and/or not very deep.	Your observations were often inaccurate and/or confusing, and not at a college level.	You made no real observations in the paper.

On 10/17/11 1:17 PM, "MacGregor, James F." <macgregorj1@southernct.edu> wrote:

Jon,

Thank you for informing me of your intention to submit this new course for university approval. Once approved, I will be sure to add the course as a cognate option for students in our sports management concentration.

Take care

Jim MacGregor

Chair - Department of Recreation and Leisure Studies

From: Bloch, Jon P.

Sent: Monday, October 17, 2011 9:46 AM

To: MacGregor, James F.

Subject: Soc of sports

Hi Jim,

Could you please send a quick email that states you've been informed of the sociology department's proposal for a new course in the sociology of sports?

Thanks,

Jon

Thanks, Dan, for getting back to me in a timely manner. I respect the fact that you are fulfilling your role as a dept. chair, and appreciate your collegial manner.

As a matter of UCF policy, you have been notified of the existence of this proposal. So it will go forward to UCF; at that time, we will see what can be worked out and how the UCF feels. But technically one department does not have the authority at this juncture to completely halt a proposal from another department, and thereby stop it from going forward. I would not be opposed to changing the title/emphasis to recreation and leisure, but it's my understanding that this not work as well for the dept. of recreation and leisure. At the heart of this partnership we are building is the matter of youth development, and creating more curriculum that deals with constructive youth activities.

So, putting it all together, I'd like this proposal to have not been composed for no reason and would also like to keep conflict to a minimum. If recreation & lesiure think a course in the sociology or recreation and leisure would be useful, problem solved. If not, we will have to present our cases to the UCF is some form or another. You are of course also free to talk to Jim MacGregor.

On 5/10/11 11:46 AM, "Swartz, Daniel R." <swartzd1@southernct.edu> wrote:

Jon – As I suspected, my department does not support the creation of a Sociology of SPORT class or a class that includes topics 1-7 and 12-14 as listed on your syllabus. As you mentioned, this was for the Recreation Department, we would be fine with a class titled Sociology of Recreation and/or Leisure as long as the content is related to Recreation and/or Leisure and not Sport and/or Exercise.

Again, it is unfortunate that no one informed you to check with EXS before you went through all of this work creating this class.

Dan

Daniel R. Swartz, Ph.D.
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