

**Educ 379 Character and Athletics (3 undergraduate credits) -Fall Semester-2013—
Course Syllabus**

Course Description: This course examines the interplay between character and athletics. Students will investigate and critique programs that are designed to enhance the character of athletes. Students will examine specific programs in the sports industry that claim that their programs contribute to one's character development. Students will interact with USD athletic department leaders, and discuss/debate current issues that promote or negate character development.

Course Objectives/Candidate Outcomes

Outcome I. Academic Excellence, Critical Inquiry and Reflection

1 = Students will explore the essential attributes of personal athletic achievement including CDC's 10 badges of character, ethical decision-making, and teambuilding responsibilities.

2 = Students will engage in discussions with selected USD athletic coaches and administrators about the benefits and drawbacks, the problems and issues, and other matters influencing the culture of high school and college sports.

3 = Students will investigate the relevant programs that are designed to promote good character habits among athletes.

4 = Students will review videos, web sites, and blogs and articles and books about topics related to the course objectives and questions.

5 = Students will select a topic for their final project, developed a comprehensive report about the topic, and make a creative presentation.

6 = Students will examine and discuss such questions as:

- Is the character of a person already determined before he /she begins participating in high school or college sports? If so, is it determined by one's personality, environment, expectations/goals, and performance?

- Does participation in athletics build character or as Broun indicates, "reveal it?"

Outcome II. Community and Service

Two key questions will be examined and discussed relative to the sports community and to the service that athletes may or do offer the community.

7 = Does athletics serve as an effective experience to enable one to learn and practice good character habits and thus be of service to the team, the sport, and the community?

8 = How do the media, the audience, the student body, the supporters contribute to or detract from the development of good character habits among the athletes and their coaches?

Outcome III. ETHICS, VALUES, and DIVERSITY

9 = Students will examine, discuss, and debate the behaviors of coaches, athletes, and fans and their relationship to ethical-decision-making, civility, competition, and sportsmanship.

10 = Student will examine and discuss the following sample questions:

- Do codes of conduct, rules and regulations, and laws contribute to the character development of athletes?

- What is character and how does it relate to an athlete's skills or lack thereof regarding critical thinking, choice and consequences, ethical decision-making, communication, risk-taking, and "political" awareness?

- * Does cheating give an athlete and his/her coaches a competitive edge? Do programs to combat cheating work?

Course Plan

This course combines six (6) in-class sessions with six (6) online sessions.

Sept 9 — session 1 —in-class—Monday

10-20 — session 1 —online

Sept 23 — session 2 —in-class

24 –Oct 4 session 2 —online

Oct 7—session 3 ---in-class

8-18 —session 3 online

Oct 21 --session 4 ---in-class

22-Nov 8 —session 4 —online

Nov 11 —session 5—in-class

12-22 session 5 online

Thanksgiving Holiday --- 24 –30

Dec 16 session 6 —in-class —presentations (exam week)

2-13 session 6 —online

FINAL PROJECT –Monday, December 30, 2104

Final projects should relate specifically to their goals as a coach and should potentially be a sustainable character development program they use with their athletes. It should be an ongoing focus throughout the course so they'll compile the necessary resources along the way.

Course Resources (texts/articles/web sites, videos, blogs): Examples:

Should Character Matter in Pro Sports

<http://www.nytimes.com/roomfordebate/2013/07/01/should-character-matter-in-pro-sports>

Importance of Character Development in Athletics

<http://www.characterinsports.net/content/about/importance-of-character-development-in-athletics>

Do Sports Build Character or Damage It?

<https://chronicle.com/article/Do-Sports-Build-Character-or/130286/>

Critique Wooden's pyramid and create their own

<http://www.coachwooden.com/index2.html>

Larry Hinman - Ethics and Sports

https://www.youtube.com/watch?v=2Pozr7_oe-4

Watch this as part of online assignment. We can pose several questions based on this and also have students post two questions for Larry's class presentation. If we don't have time to address all questions in class, maybe Larry will answer via email as a follow up.

<http://www.chicagonow.com/the-athletes-sports-experience-making-a-difference/2013/05/a-sports-story-of-character-and-integrity/>

Nate Kaeding

<https://www.youtube.com/watch?v=aVXhmMFVU4>

Have them watch this for an online session and read the article the NY Times article questioning whether character matters in pro sports. We can pose discussion questions.

Dick Kazmaier

<http://www.towntopics.com/wordpress/2013/08/07/pu-mourns-passing-of-football-legend-kazmaier-touched-by-his-sterling-character-athletic-greatness/>

Assignment idea - research an athlete of choice and either conduct an interview with them or write a similar article.

Include this link and attached paper as online assignment in conjunction with women's panel

<http://espn.go.com/espnw/tile-ix/top-40-female-athletes/>

Youth Survey

<http://josephsoninstitute.org/sports/programs/survey/>

http://www.huffingtonpost.com/rabbi-shmuly-yanklowitz/youth-athletics-sportsmanship_b_3351615.html

Do Sports Build Character

<http://www.thepublicdiscourse.com/2012/08/6116/>

<http://www.ethics.org/resource/reflecting-how-sports-influences-character>

<http://www.character.org/key-topics/character-and-sports/>

Course Requirements-partial list

Students are expected to:

- Complete all readings and postings on the web site in the time frame provided for each online session.
- Attend and actively participate in all in-class sessions. Students will be graded on their participation and will lose credit for absences
- Students will also produce a self-assessment of their participation based on a student and instructor-generated rubric.
- Conduct in-class presentations as noted in this syllabus.
 - Read and review several articles on this and other web sites (see list) <http://thesportdigest.com/> as background to each of the in-class and online sessions.
- Make a Final Presentation and do a final project related to the objectives of the course.
- Turn in all assignments on time.

Assessment Plan/Grading Criteria/Rubric

Attendance. This class is experimental in nature; that is, it combines both in-class and online sessions. Attendance and active participation in all sessions is expected.

Attendance at all in-class sessions is required. Since much of your grade is based on attendance and participation, we count each tardy as one half absence, and more than two absences will result in a lowered final grade for the semester. Missing one of the four in-class sessions or one of the weekly on-line sessions means that your grade will drop one letter grade. Should you miss two in-class or online sessions you may fail the course. This is a character exploration class and the insights of fellow students are beneficial aspects of the learning process.

Expectations. As noted, almost half the class sessions are online so our discussions are in writing. That means, at least in our experiences, it might be best to outline your thoughts first before responding to the questions, ideas, and information from your instructors and your classmates. Together, we will read about and discuss matters relating to character and athletics gleaned from the biographies, handouts, presenters, and web site references. In each class, you will be challenged to think critically and thoughtfully about the content under discussion. You will work both individually and in groups for the online assignments.

You should complete assigned readings and come to the online assignments prepared to discuss them. Participation does not mean “say/write anything, anytime, and get credit.” It is as much an issue of quality as it is an issue of quantity.

In-class & online discussion

The guide below tells you what we expect. Be prepared. Do your readings. Think about what you will post online before posting it. No ad libbing. Respond to your classmates’ ideas and comments being supportive and critical if need be. It is important that you read all of the postings by the instructors particularly if questions are asked of you.

Grade	Skills/Dispositions
A-B+	Your contributions are relevant; critiques the work of others; self-initiated; frequent; you used quotes from the readings to supplement your comments and those of your classmates.
B-C+	You generally keep up with the discussion although you may need an occasional prompting to contribute; might participate in some discussions more than others; use a few (not many) quotes from the readings to supplement your comments and those of your classmates.
C-C-	Your participation is fair but spotty; you seem to pick and choose topics/questions to respond to; you offer short, perfunctory comments when prompted: you seem to take limited initiative; offer few quotes from the references.
D	You rarely participate freely; make short, irrelevant remarks; you seldom make contributions to the discussion and you seldom use quotes from the readings.
F	Sorry, in our view you just missed it all!

Presentation/Writing Guideline

A /A- = The A range paper is nearly flawless in terms of grammar and mechanics,

and does all of the following:

- Makes the instructor think about the subject in a new way;
- Suggests an impressive amount of time and investment on the writer's part (i.e., you broke a sweat);
- Provides credible and judicious support for points made;
- Is comprehensive in dealing with the intent of the assignment;
- Compared to what others have done in this class, the assignment is among the best;
- Responds thoughtfully, carefully and thoroughly to all factors implied in the assignment.

B+/B/B- = The B range paper has a few grammatical or mechanical flaws, *and* also displays **some** of the following analysis – ideas are there, but are not fully explored;

- Not as comprehensive as it should be in dealing with the intent of the assignment;
- Regurgitates old or trite ideas on the topic – fails to take the topic in each assignment in a new or interesting direction;
- Does not address the many factors in the assignment directly or appropriately;
- Organization difficulties are present, i.e. paragraphs are poorly constructed or ideas do not flow in a logical manner; but, in general, good work.

C = The C range paper has **some** of the following characteristics in addition to multiple grammatical and mechanical flaws or typos:

- The “package” looks good but the inside lacks attention to the details.
- Lots of ‘stuff’ but little of it relevant to the intent of the assignment;
- Unclear or incoherent response to the assignment;
- A fair response to the assignment but just doesn't “nail it down” in the instructor's view.

D = To earn a D for an assignment you would have had to be superficial, late with the work, miss major points, and /or submit material that suggests you really don't care what grade you get.

F = The grade of F is primarily assigned to work that is embarrassing to read/grade/ or for an assignment that is late beyond tolerable consideration.

RUBRIC FOR STUDENTS PROJECTS/PAPERS/ASSIGNMENTS

I. Quality of Reflection

BELOW: The completed assignment is superficial and makes few or no connections to the intent of the assignment. Essential content is absent or underdeveloped.

MEETS: The content in this paper/project is thoughtful and indicates the writer gave careful consideration to the content before and during the writing of the paper/project.

EXCEEDS: The content in this assignment is thoughtful, compelling, and insightful and is one of the better reflection pieces compared to others in this class.

II. Understanding Concepts/Principles

BELOW: Shows misunderstandings or superficial understanding character development, specific programs, and course concepts and principles and the questions posed in the course. Assignment report just didn't “do it” in comparison to others in this class.

MEETS: Shows an understanding of the major course concepts and principles. Makes adequate connections of content to programs designed to enhance athletes' characteristics/traits and the questions posed in the course. The completed assignment is "average" in comparison to others in the class.

EXCEEDS: Shows a clear and compelling understanding of course concepts and principles. Makes excellent connections programmatic efforts to enhance athletes' characteristics/traits. The assignment is better than "average" compared to others in this class.

III. Written Expression

BELOW: Writing is disorganized and awkward, contain numerous mechanical errors. Meaning is frequently ambiguous or undermined by poor word choices or vague referents. Well below the writing expectations for this class.

MEETS: Writing is organized and clear but with a few mechanical errors. The completed assignment indicates that the student has carefully proofread her or his work. The student meets the writing expectations for most of the students in this class.

EXCEEDS: Writing is organized and clear. The student demonstrates a clear personal style or voice with little or no mechanical mistakes. The writing for the assignment is well above the expectations for students in this class.

IV Creativity/Uniqueness

BELOW: There is no "punch" to the student's project/paper. It lacks creativeness; it isn't very unique; it has no spark to arouse the interest of the reader/viewer.

MEETS: The project/paper has some specialty to it. It contains aspects of uniqueness, difference, and creative work.

EXCEEDS: This project is very creative in both content and presentation. It is unique in that it is positively different and original.

Academic Integrity. You are responsible for doing your own work, and academic dishonesty of any kind will not be tolerated. In accordance with the rules and regulations of the University of San Diego, "Violations of academic integrity include, but not limited to cheating, plagiarism or misrepresentation of information in oral or written form." Such violations will be dealt with severely by the instructor and the Dean. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's writing, ensure that the source is clearly documented.

Americans with Disabilities Act (ADA) Statement

Any personal learning accommodations that may be needed by you, covered under the ADA, must be made known to the instructor as soon as possible. This is your responsibility. If you have a diagnosed disability or suspect that you may have one, please contact USD's Disability Services in Serra Hall room 300 or call 619-260-4655 or visit the website at www.sandiego.edu/disability BEFORE midterm.

The Writing Center

<http://www.sandiego.edu/writingcenter/> is the website for the writing center, it gives great advice on format, etc. The Writing Center is located in Camino Hall, room 125. Tutoring is free and by appointment, with drop-ins accommodated if appointment slots are open.