

SYLLABUS – CMS 04223:

INTRODUCTION TO SPORTS COMMUNICATION



Fall Semester 2019 | Monday & Wednesday, 11:00 AM – 12:15 PM | Victoria 302

Instructor: Dr. Yannick Kluch | ✉ kluch@rowan.edu

Office Location: Victoria 606

Office Hours: 🕒 M & W, 12:30–1:45 PM (& by appointment)

Department of Communication | College of Communication & Creative Arts

COURSE DESCRIPTION

As a microcosm of society, sport can serve as a valuable site of analysis to learn about the world we live in. Indeed, sport influences our identity positions, consumption choices, interpersonal relationships, and media options. As such, no profile of contemporary culture is complete without the inclusion of sport, as sport both reflects and shapes culture. This course focuses on how race, class, gender, sexuality, ability and other identity categories are viewed, discussed, and performed in and through athletics. Focused on knowledge and competencies related to diversity and inclusion in sport, the class will address depictions of athletes in the media, equity issues, and the behaviors of consumers, among many other topics that aim at equipping future professionals in the sports industry with a strong critical lens and heightened social consciousness.

COURSE OBJECTIVES

- ✓ Train students to critically examine sport practices, identities, norms, and ideals
- ✓ Empower students to analyze the role sport plays on individual/personal, civic, communal and societal levels through a cultural lens
- ✓ Provide students with a thorough understanding of how identities are (re)produced, enacted, contested, and negotiated in and through sport
- ✓ Equip students with knowledge and skills that allow them to promote – and see value in – diversity and inclusion through sport
- ✓ Improve students' communication and research skills

LEARNING OUTCOMES

After taking this course, students will have achieved the following knowledge and skills:

- ✓ A comprehensive understanding of the connection between sport and social as well as cultural values as they manifest in sport and sporting identities
- ✓ Ability to analyze, comment on, and critique how sport reinforces, negotiates, and sometimes challenges the status quo
- ✓ Strengthened competencies to work effectively toward equity, diversity, and inclusion in sport
- ✓ Increased awareness of how sports people can use their involvement in sport for social change

GENERAL EXPECTATIONS

MY RESPONSIBILITIES:

INSTRUCTOR AS COACH

Since this is an active learning course, do not think of me as a lecturer, but rather as a **coach** who ensures you are learning valuable lessons in this class. It is my goal to facilitate a learning environment that allows you to grow academically, intellectually, and personally over the course of the semester. That is why you can expect me to:

- ✓ Come to each class period prepared to cover the topic assigned for that day with efficiency, thoroughness, and enthusiasm
- ✓ Provide feedback in a timely fashion (e.g., grades)
- ✓ Stimulate your curiosity for the study of sport by pushing you to your intellectual limits and by encouraging you to think beyond the physical and mental boundaries of the classroom

YOUR RESPONSIBILITIES:

STUDENT AS INTELLECTUAL ATHLETE

The success of a coach depends on the team they are in charge of. I view each student in the class as an **intellectual athlete**. The metaphor of an athlete seems appropriate in this context, as I will expect the following of you:

- ✓ Come to each class session prepared to discuss the readings assigned for each day & be physically and mentally present for the duration of each class
- ✓ Complete each assignment in the class to the best of your ability by the deadline (ask for help if needed!)
- ✓ Be eager to build knowledge and to apply that knowledge in order to contribute effectively to the various teams of which you are a part of (e.g., this class, the Rowan community, society as a whole)



REQUIRED TEXTS/READINGS

There is no textbook in the traditional sense required for this class. All course readings will be comprised of various scholarly and popular press articles that will be made available through the Blackboard site for this course.

Important: Doing the reading assigned for each day is crucial for your success in this class. You will not pass this class if you do not do the reading(s) assigned for each class session. While some of the readings assigned are from popular news sources and fairly easy to read, most of the readings for this class will come from scholarly journal articles and books. Those readings can be complex, and they will likely take you some time to read and understand. Make sure to plan accordingly, take detailed notes and ask any questions you may have during class.

GRADING SCALE

There is a total of 1000 points for this course. Grades correspond to the following scale:

Grade	Points	Grade	Points
A	> 930	C	730 – 769
A -	900 – 929	C -	700 – 729
B +	870 – 899	D +	670 – 699
B	830 – 869	D	630 – 669
B -	800 – 829	D -	600 – 629
C +	770 – 799	F	< 599

WOW! A CLASS ABOUT SPORT? WHAT WILL THE CLASS SESSIONS LOOK LIKE?

This course is not simply “about sports,” and you do not need to be obsessed with sports in order to enjoy the class. Rather, we will discuss the communicative role sport as an institution plays in both American and global cultural contexts. For example, while we will not debate which player or team is the best, we will discuss why people identify with certain players or teams. As such, we will regularly examine and engage questions about the impact of sport on our culture, identities, politics, and social lives. Each class covers a topic related to sport communication and media, and class sessions will include of a combination of short lectures, activities, and discussion. Finally, we will also dedicate time in class for guest speakers (e.g. athletes, sport professionals, etc.).

ENGAGEMENT WITH SPORT ORGANIZATIONS

For many students, this class is their entry point to the critical study of sports communication and media as an academic discipline. To help you build your personal and professional network as well as apply the knowledge and skills learned in this class, you will have the opportunity to engage with a variety of sport organizations throughout the course of the semester. Sport organizations vary from semester to semester; this semester, students will engage with the work of the following sports organizations:

ROWAN UNIVERSITY ATHLETICS



Rowan University Athletics manages the university's 16 varsity athletics teams, including seven men's teams and nine women's teams. A member of the National Collegiate Athletic Association (NCAA) in Division III, the intercollegiate athletics department is dedicated to developing student-athletes as scholars, athletes, and citizens. Rowan University Profs compete in the New Jersey Athletic Conference and have had success at both the conference and the national level. Rowan Athletics is currently led by Dr. John Giannini, Interim Athletic Director, and Penny Kempf, Associate Athletic Director.

WE ARE ONE TEAM (WA1T) AT ROWAN UNIVERSITY



We Are One Team (WA1T) is a campus-wide initiative that uses the power of sport to promote diversity and inclusion at Rowan University and beyond. WA1T uses sport as a forum to create a dialogue on social justice issues and to promote friendship between stereotyped groups on campus. Through the power of sport and the visibility of intercollegiate athletics on campus, WA1T aims to strengthen the sense of community at Rowan by creating awareness of social injustice and by facilitating an environment that values inclusion, diversity, and acceptance. The student-run initiative will launch at Rowan during the 2019 fall semester.

OFFICE OF INCLUSION, NCAA



The National Collegiate Athletic Association (NCAA) is comprised of over 1,100 colleges, universities, and conference offices. As a major sport organization in the U.S., the NCAA houses the office of inclusion that oversees the Association's strategic inclusion initiatives to "establish and maintain an inclusive culture that fosters equitable participation for student-athletes and career opportunities for coaches and administrators from diverse backgrounds" (see mission statement). As a result, the NCAA office of inclusion provides programming, resources, and training to promote inclusive excellence.

COURSE ASSIGNMENTS | FOCUS: DIALOGUE

PARTICIPATION

200 pts.

Your participation and attendance are essential to your success in this class. Attendance is mandatory in this class. I highly value your insights into the topics discussed in class, and I expect you to participate in class discussions and activities. Because your participation and attendance are crucial for your success in this class, both will be graded for the duration of the semester. The points are distributed as follows:

Attendance

(25 pts.)

Participation

(150 pts.)

Please be aware that attendance does not equal participation; both will be graded separately. Instead, you will be graded for your active participation during class each day. You will be graded on both quantity and quality of your contributions to this class. In order to receive high credit for participation, I suggest you participate at least once every class session, although you are certainly welcome to participate more.

Class Conduct

(25 pts.)

In addition to attendance and participation, you will also be graded on class conduct. Class conduct refers to your behavior in class. In order to receive full credit for this class conduct, you are required to do the following:

- Pay attention in class (e.g., do not spend class on your phone, do not have side conversations, etc.)
 - Be in class by the official start time/do not leave class early
- These are easy points that you can earn by simply being an active and respectful member of class.

TEAM BRIEFING

100 pts.

Starting in Week 4, you will work with a partner to do a team briefing (i.e., a brief presentation) on one of the readings assigned for the class session. Your team briefing will include the following components:

Handout

Your handout needs to contain a brief summary of the reading's thesis and main arguments, at least three key quotes from the reading (cited in APA style), and at least one key example used in the reading. Your handout should be approx. 1 page in length (single-spaced, 1-inch margins, Times New Roman, 12 pt. font). A template will be provided to you by me.

Media Example

In your team briefing, you are required to include a media example, which can be a clip from a TV show, news segment, etc. The main purpose of the media clip is to illustrate the key points made in the reading. It should also serve as a starting point for the discussion section of your presentation.

Discussion Questions

For the final part of your presentation, you will facilitate discussion based on the reading. You must prepare at least 3-5 discussion questions to serve as a guideline for you during the discussion section. **Important:** Discussion questions should be critical in nature (i.e., do not simply ask for facts from the reading).

Your presentation should be structured the following way:

- 5 Minutes: Summary of Thesis, Main Arguments & Quotes
- 5 Minutes: Screening & Discussion of Media Example
- 10-15 Minutes: Discussion Facilitation

You are required to submit all materials for this assignment to me no later than 5:00 p.m. on the day prior to your scheduled team briefing presentation.

COURSE ASSIGNMENTS | FOCUS: RESEARCH & ANALYSIS

YOUR TRACK RECORD:

REFLECTION PAPERS

5 for 40 pts. each

200 pts.

During weeks 1 through 15, you are required to submit five reflection papers (30 pts. each) to keep track of your progress in the class. Each reflection should include the following components:

- ✓ **Brief summary of overarching themes** of each phase of the course
- ✓ **Application of concepts** in readings to at least one real-world example
- ✓ **Reflection** of how concepts relate to **your own experience** with sport
- ✓ **Reflection** on how each topic relates to your future work in the sports industry

Each paper should be at least 300 words in length (standard formatting as outlined in the course policies) and will be due at the beginning of class on the day designated as the deadline. For each essay, you are required to cite at least two of the articles assigned as class readings (unless stated otherwise).

Remember: These papers are about **YOU** and your personal experience – they serve as a tool for you to reflect on the role sport plays in our everyday lives.

Detailed instructions for each reflection paper will be distributed closer to each deadline.

WA1T SPEAKER PROPOSAL ESSAY

200 pts.

For your major essay assignment, you will choose a potential speaker from the athletics community (broadly defined; these can be athletes, athletic administrators, officials, etc.) that could be featured as part of the newly-launched *WA1T: Our Voices* educational series at Rowan University. The series highlights underrepresented or marginalized voices in the sport community. Past speakers at partner campuses include Robbie Rogers (first openly gay male active soccer player in the U.S.) and Jessica Long (second most decorated Paralympic athlete in the U.S.). Your essay should answer the following questions:

- ✓ **Who is the speaker? Give a brief biographical overview of your proposed speaker.**
- ✓ **Why is your proposed speaker's story unique and worth to be highlighted? Situate the speaker's experience in the respective socio-cultural context.**
- ✓ **What makes this speaker a suitable candidate for the *WA1T: Our Voices* speaker series? Analyze how the speaker's involvement in sport has impacted their performance of identities.**
- ✓ **Why is their story worth to be told at Rowan University? Provide a rationale for why this speaker is relevant and/or beneficial to the Rowan community.**

Your paper should be at least 3-4 full pages in length and follow the formatting guidelines outlined in the course policies (see final section of syllabus). Detailed instructions for this essay, including a rubric, will be distributed closer to the stated deadline. For this essay, you are required to cite at least three research articles (up to two of which can be research articles assigned as class readings).

COURSE ASSIGNMENTS | FOCUS: PRAXIS & ACTION

EQUITY, DIVERSITY & INCLUSION (EDI) COMPETENCY PROJECTS

Throughout the semester, we have discussed the role equity, diversity and inclusion (EDI) play in sports communication and media. To strengthen your ability to promote EDI as future members of the sports industry, you will be required to complete the following assignments:

NCAA INCLUSION CAMPAIGN MATERIALS

150 pts.

For the second year in a row, the Minority Opportunities and Interest Committee (MOIC) and the national Student-Athlete Advisory Committees (SAAC) of the National Collegiate Athletic Association (NCAA) will run a diversity and inclusion social media campaign this fall semester. The campaign aims at using social media to create a dialogue on diversity and inclusion and to communicate the benefit of inclusive environments to the sports community in general and the student-athlete experience in particular.

In groups, you will work with Rowan Athletics to **create content for this year's MOIC & SAAC Diversity & Inclusion Social Media Campaign hosted by the NCAA**. Each group will be assigned a Rowan varsity team to work with for the campaign. For inspirational purposes, check out last year's [campaign website](#) and [campaign highlights](#).

Detailed instructions for this assignment will be provided closer to the deadline, so that you can get in touch with the team assigned to your group and make arrangements to create content prior to the campaign week.

EDI EVALUATION OF SPORT ORG.

150 pts.

In the current social and political climate, more and more organizations in the sports industry pledge to strategically advance diversity and inclusion efforts. But do these organizations really promote structural changes that lead to effective EDI improvements?

Because sport brands and organizations have immense power when it comes to promoting social justice, it is important to scrutinize these brands and organizations for their efforts to advance EDI in the industry and facilitate progressive social change. This assignment requires you to **create an EDI evaluation for a sport brand / organization (broadly defined) of your choosing**.

Using a rubric provided to you, you will work in groups to assess the sport organization's public image, community engagement, crises, leadership, donations, hiring practices, policies, etc. – and assign an EDI grade based on your findings (from A for "Exemplary EDI Leadership" to F for "Insufficient EDI Leadership"). Detailed instructions for this assignment will be provided closer to the deadline.



OUR GAME PLAN: THE COURSE SCHEDULE (*)

- PHASE I -

FROM IDENTITIES TO SOCIAL NORMS: STUDYING SPORT AS A MICROCOSM OF SOCIETY

Week 1: Introduction to the Course and the Sports Industry

Wednesday, Sept. 4 | Introduction to the Course & Why Sports Matter

Required reading(s): Course Syllabus

Concepts covered: —

Week 2: Sport as a Microcosm of Society

Monday, Sept. 9 | Mapping the Sport Community/Industry

Required reading(s): "Studying Communication and Sport" (Onwumechili)

Concepts covered: communication; sport; roles in the sports industry

Assignment(s) Due: Reflection Paper #1

Wednesday, Sept. 11 | Identity, Power & Privilege in Sport

Required reading(s): "Examining Identity in Sports Media" (Billings & Hundley); "Privileged" (Korver)

Concepts covered: identity; social identity; culture; social norms; power; privilege

Week 3: The Basics: Foundational Concepts for the Course

Monday, Sept. 16 | Guest Speaker: Kelsey Boyd (Public Affairs Coordinator, National Football League)

Required reading(s): Research "NFL Inspire Change" Initiative; "Jay-Z Helped the NFL Banish Colin Kaepernick" (Hill)

Concepts covered: —

Wednesday, Sept. 18 | Diversity, Inclusion & Social Justice in Sport

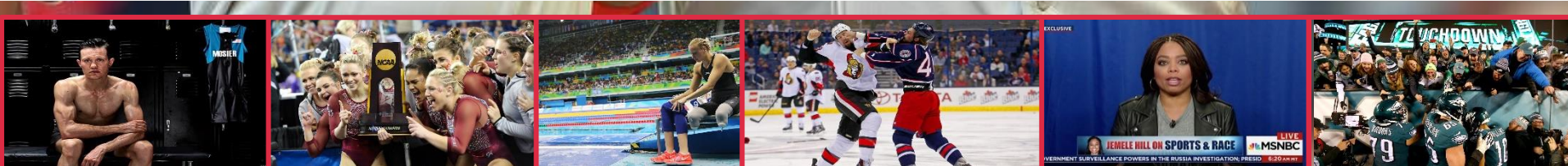
Required reading(s): "Sport as Organizational Change Agent: Launching a Social Justice Initiative to Promote Diversity and Inclusion through Sport at a Midwestern NCAA Division I University" (Kluch & Rentner)

Concepts covered: discrimination; diversity; inclusion; social justice; We Are One Team (WAIT)

Assignment(s) Due: Reflection Paper #2 due by 6 p.m. on Friday (Sept. 20)

***** Starting in week 4, students will start presenting the "Team Briefing Assignment" as part of various class sessions. Readings marked with (*) will be assigned for this assignment. *****

(*) Please note that this schedule is tentative and that I reserve the right to make changes to schedule, topics, and assignments based on progress and culture of the class. For instance, I may decide to add Reading Quizzes should student participation in class discussions be insufficient.



OUR GAME PLAN: THE COURSE SCHEDULE

- PHASE II -

HOW IS 'DIVERSITY' UNDERSTOOD IN U.S. SPORT? TRADITIONAL CONCEPTUALIZATIONS OF DIVERSITY

Week 4: Gender in Sport – Part I: Male Athletes

Monday, Sept. 23 | Masculinities in Sport

Required reading(s): "Cross-Cultural Masculinities in U.S. College Gym Culture" (Kluch)

Concepts covered: sex; gender; gender identity; gender expression; masculinity; hegemonic masculinity

Wednesday, Sept. 25 | Masculinities in Sport – contd.

Required reading(s): "Playing Center: Triad of Violence in Men's Sports" (Messner), "I Love You, Guys': Inclusive Masculinities among High school Cross-Country Runners" (Morales*)

Concepts covered: toxic vs. masculinity; triad of violence

Week 5: Gender in Sport – Part II: Female Athletes

Monday, Sept. 30 | Femininities in Sport

Required reading(s): "Living the Paradox: Female Athletes Negotiate Femininity and Muscularity" (Krane at al.*); "The Babe/Baby Factor: Sport, Women, and Mass Media" (Barnett)

Concepts covered: hegemonic/emphasized femininity; female athlete paradox

Wednesday, Oct. 2 | Femininities in Sport – contd.

Required reading(s): "Microaggressions and Female Athletes" (Kaskan & Ho*), "Sports Bra Outrage" (Stripling)

Concepts covered: microaggressions; Title IX

Assignment(s) Due: Reflection Paper #3

Week 6: Sexuality in Sport

Monday, Oct. 7 | LGB Athletes

Required reading(s): "Openly Gay Athletes: Contesting Hegemonic Masculinity in a Homophobic Environment" (Anderson*), "I Am The Only Out LGBTQ Athlete at BYU" (Gee)

Concepts covered: sexual orientation; heteronormativity; heterosexual matrix; homophobia; LGBTQ+ acronym

Wednesday, Oct. 9 | Transgender and Intersex Athletes

Required reading(s): "Out of the Frame: How Sports Media Shapes Trans Narratives" (Lucas & Newhall*)

Concepts covered: transgender identity; intersex; cisgender; gender dysphoria; non-binary/genderqueer

Week 7: Race & Ethnicity in Sport

Monday, Oct. 14 | Black and Multiracial Athletes

Required reading(s): "Sport, the Media, and the Construction of Race" (Grainger, Newman & Andrews); "Media Representations of Multiracial Athletes" (Deeb & Love*)

Concepts covered: race; ethnicity; racism; whiteness

Wednesday, Oct. 16 | Latinx, Asian-American & Native American Athletes

Required reading(s): "Jeremy Lin's Model Minority Problem" (Leung); "Does American Sports Have a Latino Problem?" (Vidal)

Concepts covered: intersectionality; oppression; unconscious bias

Assignment(s) Due: NCAA Inclusion Engagement Materials

OUR GAME PLAN: THE COURSE SCHEDULE

- PHASE III -

INTERSECTIONAL EXPERIENCES: EXTENDING DEFINITIONS OF DIVERSITY & INCLUSION

Week 8: Bodies in Sport: Age, Beauty & (Non-)Normative Bodies

Monday, Oct. 21 | Age and Appearance in Sport

Required reading(s): "Exploring the Influence of Mediated Beauty: Competitive Female Athletes' Perceptions of Beauty in Athletes and Other Women" (Bissell*)

Concepts covered: ageism; beauty in sport

Wednesday, Oct. 23 | Non-Normative Bodies in Sport

Required reading(s): "Accepting or Subverting Norms of Femininity? The Case of Female Bodybuilders" (Tajrobehkar); "As Penn State Kicker's Weight Made him into a Meme, ..." (Stubbs)

Concepts covered: body image; eating disorders; fat studies; grotesque bodies; muscle dysphoria

Week 9: Bodies in Sport: (Dis)Ability & Socioeconomic Class

Monday, Oct. 28 | (Dis)Ability in Sport

Required reading(s): "The Best I Can Be: Framing Disability through the Mascots of the 2012 Summer Olympics and Paralympics" (Butler & Bissell*)

Concepts covered: disability; ableism; Paralympic movement

Assignment(s) Due: Reflection Paper #4

Wednesday, Oct. 30 | Socio-Economic Class & Sport

Required reading(s): "Making Sport of Tonya: Class Performance and Social Punishment" (Foote*)

Concepts covered: socioeconomic class; wealth

Week 10: Religion in Sport

Monday, Nov. 4 | Christianity in Sport

Required reading(s): "The Gospel According to Tim Tebow: Sporting Celebrity, Whiteness, and the Cultural Politics of Christian Fundamentalism in America" (Hawzen & Newman); "Breaking Ground" (Stark-Mason)

Concepts covered: faith; construction of Christianity as norm

Wednesday, Nov. 6 | Muslim Athletes

Required reading(s): "Strange, Incompetent and Out-of-Place: Media, Muslim Sportswomen and London 2012" (Farooq Samie & Sehlikoglu*); "Being Muslim in the NBA" (Spears)

Concepts covered: Islamophobia; competing during Ramadan

Week 11: National Identity and Sport

Monday, Nov. 11 | Constructing the Nation in/through Sport

Required reading(s): "Media Coverage of International Sport" (Vincent & Hill)

Concepts covered: national identity; imagined communities; patriotism; nationalism; xenophobia

Wednesday, Nov. 13 | International/Global Perspectives on Sport

Required reading(s): "National Heroes or Disgusting Nazis? Soccer Patriotism, German National Identity, and the 'Gaucho Gate' Incident after the FIFA World Cup 2014" (Kluch)

Concepts covered: sport mega events; European sport

Assignment(s) Due: WAIT Speaker Proposal Essay

OUR GAME PLAN: THE COURSE SCHEDULE

- PHASE IV -

WHERE DO WE GO FROM HERE? INCLUSIVE & ETHICAL LEADERSHIP IN THE SPORTS INDUSTRY

Week 12: Inclusive Leadership: Sport for Social Change

Monday, Nov. 18 | Inclusive Leadership in Sport

Required reading(s): "Playing and Protesting: Sport as a Vehicle of Social Change" (Kaufman & Wolff*); "Why Inclusive Leaders Are Good for Organizations, and How to Become One" (Bourke & Espedido)

Concepts covered: leadership; sport for social change; inclusive excellence; social justice

Wednesday, Nov. 20 | Athletes Advocating for Social Change

Required reading(s): "An Examination of Activism and NCAA Division III Black Male Athletes" (Fuller & Agyemang*); "Wistful for a Time When Athletes Didn't Crusade for Social Justice" (Flowers)

Optional reading(s): "From Protest to Progress: Athlete Activism in 2016" (RISE)

Concepts covered: athlete activism

Week 13: Doing What is Right: Ethical Leadership

Monday, Nov. 25 | Ethical Leadership in Sport

Required reading(s): "Ethical Leadership in Intercollegiate Sport: Challenges, Opportunities, Future Directions" (Burton & Welty Peachey); "Ethical Leadership in College Athletics" (Roby)

Concepts covered: ethics; ethical dilemma

Assignment(s) Due: Reflection Paper #5

Wednesday, Nov. 27 | THANKSGIVING BREAK [NO CLASS]

Week 14: Strategic Approaches to Driving Change in Sport

Monday, Dec. 2 | Being an Ally in Sport and Beyond

Required reading(s): "Aspiring Social Justice Ally Identity Development: A Conceptual Model" (Edwards); "Activating Change Through Allyship" (Hudson)

Concepts covered: allyship; ally identity

Wednesday, Dec. 4 | Organizing for Change: Driving Change in/through Sport Organizations

Required reading(s): "Moving Toward Understanding Social Justice in Sport Organizations: A Study of Engagement in Social Justice Advocacy in Sport Organizations" (Lee & Cunningham); "Immigrants Find Refugee on the Field" (Barker)

Concepts covered: non-profit organizations; policy; sport advocacy

Week 15: Leaving Your Mark in the Sports Industry

Monday, Dec. 9 | Advocacy Project Wprkshop Day/ Careers in Sports Communication & Media, Revisited

Required reading(s): "The Challenge: Changing Sport" (Eitzen)

Concepts covered: —

Wednesday, Dec. 11 | Reading & Review Day [No Class]

FINAL EXAM PERIOD | Monday, Dec. 16 | 10:15 AM – 12:15 PM

Assignment(s) Due: EDI Evaluation of Sports Organization

OUR RULEBOOK – PART I: UNIVERSITY POLICIES

Academic Integrity Policy

Plagiarism and other forms of academic dishonesty are a violation of both academic integrity and university policy, resulting in disciplinary action in the classroom and on the part of the University. Students are expected to produce original papers and work independently. You are expected to complete your own work and reference sources when necessary. Cheating and/or plagiarism will result in failure of the course, and a report of an Academic Integrity Violation will be filed with the Provost's office. If you are unsure, please consult your student handbook or visit the following website:

<http://www.rowan.edu/provost/policies/AcademicIntegrity.htm>

Classroom Behavior Policy

The following policy is taken from Rowan's "Classroom Behavior Policy and Procedures", the full text of which is available online:

<http://www.rowan.edu/provost/policies/documents/ClassroomBehaviorPolicyandProcedures.pdf>. Rowan University recognizes

that students play a major part in creating and supporting the educational environment and believes that students have a right to learn and a responsibility to participate in the learning process.

While Rowan University is committed to the fundamental principles of freedom of speech, including controversial positions taken in the classroom, all types of speech and behavior must be balanced with principles of appropriate classroom behavior.

Furthermore, course instructors have a right to establish clear expectations in this regard, and students share the responsibility for maintaining an appropriate, orderly learning environment.

Students who fail to adhere to the behavioral expectations outlined by the instructor (either in the syllabus or at the time the behavior occurs) may be subject to discipline in accordance with the procedures described in this classroom behavior policy.

Students and instructors are expected to follow the procedures described in the link above when a concern about student behavior in the classroom arises.

Religious Holidays Policy

Rowan respects the diversity of faiths and spiritual practices in the university community. Students planning to observe religious holidays that occur on scheduled class days must inform their instructors at the beginning of the term. Students who make such arrangements will not be required to attend classes or take examinations on the designated days.

Rowan Success Network

The Rowan Success Network powered by Starfish® is designed to make it easier for you to connect with the resources you need to be successful at Rowan. Throughout the term, you may receive email from the Rowan Success Network team (Starfish®) regarding your academic performance. Please pay attention to these emails and consider taking the recommended actions. In addition, utilize the RSN's scheduling tools to make appointments at your convenience for advising, tutoring and more. Additional information about RSN may be found at <http://www.rowan.edu/rsn>.

Student Accommodation Policy

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact me. Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals.

***** The policies listed in the following section are identical for all classes taught by me. Similar to university policies, you are expected to follow these policies at all times. *****

OUR RULEBOOK – PART II: INSTRUCTOR POLICIES

Attendance Policy

Attendance will be taken every class, and you are expected to attend every class session of the semester. However, because we sometimes need to miss class due to circumstances that are outside our own control, you are allowed to miss up to one full week of class meetings without jeopardizing your grade (equivalent to two class sessions). Each absence after your two “freebies” will result in a reduction of your overall participation grade by 10 points per class session missed without a legitimate excuse. Students with an excessive number of unexcused absences may have their overall grade reduced, up to a failing grade for the course. “Free passes” are to be used for: oversleeping, work conflicts, interviews, mental health days, etc. The only absences that are excused are those due to: inclement weather, religious holidays, official university activities (with advance notice and documentation), illness (with documentation), or family emergencies (with documentation). Students who are absent for the reasons listed must inform me of their absence and provide documentation. For planned absences, notice must be given before the missed class meeting. In the case of unexpected absences, documentation must be provided as soon after the absence as possible.

Acceptable Documentation Policy

For absences due to illness, you must provide a doctor’s note, dated, and signed by the doctor on official letterhead or prescription pad. For university sponsored events, you must have documentation from a coach, faculty advisor, or other staff member responsible for the event you are attending.

Punctuality Policy

Arriving late three (3) times will result in one (1) unexcused absence. If there is a special circumstance that prevents you from making it to class on time, please communicate it to me. Leaving early will result in you being considered “absent.”

Class Cancellation Policy

If this class is unexpectedly cancelled, a sign so indicating will be placed on the classroom door prior to the class starting time. The sign will also indicate any assignments you should complete for the course (beyond what is noted on the course schedule). Unforeseen circumstances may result in a late arrival. In that case, I will attempt to contact someone to notify you that I will be late. That is not always possible, due to class times, etc. You should be aware that the university has no policy regarding the amount of time students should wait for a late instructor. Students are expected to be in the class during the scheduled class time, unless there is an official class cancellation. If I am not here and there is no class cancellation sign posted, you should assume that class will be held as scheduled.

Deadline Policy

All assignments or projects submitted later than the due date and time are considered late. Assignments are due by the time class begins on the day marked as the deadline for the assignment (for example, your Track Record Reflection Paper #1 is due on Monday, September 9, at 11:00 AM), unless indicated otherwise. Since you will be bound to deadlines in your careers after college, I encourage you to get used to meeting deadlines now.

Late Assignment Policy

For unexcused absences when assignments are due, late assignments will be marked down one letter grade per day late, including Saturdays and Sundays. For unexpected excused absences (e.g., due to illness or a family emergency) on days when assignments are due, late assignments must be completed within 1 week of returning to class. It is your responsibility to contact me with ample time to schedule and complete makeup examinations by the deadlines listed above. For expected excused absences (e.g., due to a university activity), you are required to meet the deadline as stated in the syllabus.

OUR RULEBOOK – PART II: INSTRUCTOR POLICIES

Laptop Computers and Other Electronic Devices Policy

You may use recording devices or other electronic devices (cell phones, laptop computers, etc.) in class, as long as they do not disrupt class or negatively impact your ability to pay attention. Please be respectful by silencing your cell phones in class. While I am fine with you checking your phone occasionally, please know that continuous use of cell phones, laptops, etc. for reasons unrelated to class may result in a loss of all participation and attendance points for that day. **Do not spend the whole class on your phone – I will notice and it will affect your grade!**

Team Player Policy

In this class, we will frequently discuss issues that are controversial and/or make you uncomfortable. However, under no circumstance will racist, sexist, homophobic, transphobic, or any other type of oppressive, prejudiced language be tolerated in this class. I am convinced that you have great things to say, but I expect you to take the responsibility to think before you speak and consider your words carefully. I reserve the right to ask you to leave, with no credit for attendance or participation, if your language crosses this boundary. We all need to respect one another's opinions, even when we disagree with them. This is not to say that debate is unwelcome. Rather, I expect healthy, reasoned, thoughtful debate that in all ways respects and values the individual person. Be prepared to provide evidence and support for your arguments. There is to be no ridiculing, laughing at, or disparaging anyone in this class.

Academic Writing Policy

For this course, all written assignments must be typed in a 12-point Times New Roman font, double-spaced, spellchecked, and grammatically correct. For all assignments requiring the use of sources, proper APA style will be standard. If you need help with writing, please take advantage of the excellent assistance offered by the Rowan Writing Center, located in room 131 on the first floor of Campbell Library.

Group Work Policy

Please make sure to support your group by being a dedicated, enthusiastic group member. If you fail to deliver the work you were assigned to do, you will be graded accordingly. In general, groups will be graded as a whole; however, I reserve the right to adjust grades in case of an unequal distribution of effort during group work.

Grading Policy

Please note that I do not give you a grade – you earn it. You have 15 weeks to make sure that you get the grade you want or need in the course, so take that responsibility seriously. If a problem arises and you need help, seek me out immediately.

Grade Appeal/Dispute Policy

Grade appeals should be highly unusual in this class because I provide ample feedback on assignments and expectations of students are clearly explained in the assignment criteria/outlines and in the syllabus. However, in the rare case that an appeal is necessary, you should adhere to the procedure outlined here: <https://confluence.rowan.edu/display/POLICY/Grade+Dispute+Policy>

Assigning an “Incomplete” Policy

In very rare emergency cases, the interim grade of incomplete (IN) may be assigned by me under certain circumstances. In order to qualify for an IN, you must have attended at least 50% of our scheduled class sessions and must have completed at least 50% of the assignments. Please follow the following procedure to request an IN (see section IV-c): <https://confluence.rowan.edu/display/POLICY/Grading+System>.

Instructor Contact Policy

You are encouraged to contact me with any questions related to the course. E-mails will be answered within 24 hours of receipt during weekdays or 48 hours during weekends. **Do not hesitate to reach out to me if you have any questions – I am happy to help!**