Course Credit: 3 credit hours
Prerequisites: Social processes course
Co-requisites: None

Room: Tykeson Hall 109
Schedule: Tuesdays and Thursdays, 8:30-9:50am

Course Instructor: Lisa Flexner, DPT, MA.
Office Location: N/A
Office Phone: 206-979-3123 (mobile)
E-Mail: flexnerl@oregonstate.edu
Office Hours: By appointment, mornings only

COURSE DESCRIPTION:
Physical activity in contemporary society. Relationships with the social processes; interrelationships between physical activity and cultural institutions. PREREQ: social processes course. http://catalog.oregonstate.edu/CourseSearcher.aspx

LEARNING RESOURCES:
• Readings, podcasts, and videos from scientific journals and/or the popular media will be listed on Canvas no later than 1 week before class and will be provided either in-class or online via links in Canvas. (REQUIRED)
• PDFs of any presentations/powerpoint files will be posted online on Canvas. Daily quizzes may and exams will include questions based on these PDFs. (REQUIRED)
• For any in-class lectures by your instructor or guest speakers, a PDF of the relevant files will be posted online by the start of class. Daily quizzes will NOT include questions from these files, but they will be covered on exams. (REQUIRED)

STUDENT LEARNING OUTCOMES:

This course can be used to fulfill either the Western Culture or Social Processes and Institutions portions of the Baccalaureate Core (Bacc Core), as well as major and minor requirements within KIN, elective coursework within the Certificate in Medical Humanities, and upper division elective at the university.

Baccalaureate Core (Bacc Core) at Oregon State University:

Through the Baccalaureate Core at Oregon State University, students explore knowledge in many fields across the university and learn to think critically about significant issues—locally, nationally, and globally. Students will learn how knowledge is made in fields from science and mathematics to the arts, geography and political science. While courses in the major provide expertise in a specific field of study, courses in the Bacc Core offer students a broad sense of what it means to be an educated person and to be well equipped for the challenges of the workplace, citizenship, and constructing a life with meaning.
Learning Outcomes of the Bacc Core – Perspectives Category

Social Processes and Institutions
1. Use theoretical frameworks to interpret the role of the individual within social process and institutions.
2. Analyze current social issues and place them in historical context(s).
3. Critique the nature, value, and limitations of the basic methods of the social sciences.

Rationale: Human beings are inevitably social, influencing and being influenced by social groups. The social sciences study social institutions and processes and deal with the human behaviors and values that form and change them, and are essential for an understanding of contemporary society.

Western Culture
1. Identify significant events, developments, and/or ideas in the Western cultural experience and context.
2. Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.
3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes.

Rationale: Knowledge, understanding, and appreciation of Western culture are essential to a liberal education. Contemporary U.S. society in all its institutional, social, and cultural complexity is largely a product of Western culture. Understanding of Western culture and knowledge of its origin and evolution enable students to develop greater awareness of its past, present, and future.

To learn more about the Bacc Core see: http://oregonstate.edu/main/baccalaureate-core

Aim of the Certificate in Medical Humanities

The undergraduate Certificate in Medical Humanities offers OSU students a multi-disciplinary integrated program to study health, medicine and the healing professions. To learn more about this program see: http://oregonstate.edu/cla/medical-humanities/home

Program Competencies In Kinesiology

Upon satisfactory completion of the degree in Kinesiology, the students will have met the program competencies found at: http://health.oregonstate.edu/degrees/competencies

Course Specific Competency to be Obtained Within Kinesiology:

1. Describe the role of physical activity in health and wellness.

To learn more about the KIN competencies see: http://health.oregonstate.edu/degrees/competencies

Measurable Student Learning Outcomes:

At the conclusion of this course, the student will be able to:
1. Identify and describe social inequality within the context of physical activity across the lifespan (e.g., intersection of power and privilege, poverty)
2. Understand cultural competency and its importance in an increasingly pluralistic world, including different conceptions of and perspectives regarding health, physical activity, and sport across cultures.
3. Describe how social processes employed within the physical activity domain influence human behavior (e.g., role modeling, socialization processes, social ecological model).

4. Recognize characteristics of cultural traditions (globalization, pluralism, world-view) within the physical activity domain (e.g., behavioral patterns in different parts of the world such as biking, driving, and walking).

5. Define leadership and describe the difference between oneself as a leader and oneself as a manager, inclusive of understanding one's own biases and perspective.

A note: This syllabus is as accurate as possible as of the start of the term. However, things change, and your instructor reserves the right to modify the syllabus as needed during the quarter to meet learning objectives. The most recent version will always be posted on Canvas and changes discussed in class. The updated information on Canvas supersedes the information printed in this start-of-quarter document.

COURSE CONTENT:

Class Schedule:
The goal of this class is to explore many different and challenging areas around physical activity, and we will have a number of guest speakers and in-class activities. Preparation is key: you are required to read and prepare the assignments listed in this syllabus and on Canvas before coming to class. Daily quizzes (see below) will help assess whether or not you put the work in. We will try to avoid formal lectures covering the reading material; instead, we will engage actively in the topic of the day. You are still responsible for the information in the readings when exam time comes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class #</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Intro, Background, Academic Methods</td>
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<tr>
<td>R 9/22</td>
<td>1</td>
<td>Course Intro; Intro to Kinesiology; Short Survey</td>
</tr>
<tr>
<td>T 9/27</td>
<td>2</td>
<td>Sport Sociology Theory and Methods of Study</td>
</tr>
<tr>
<td>R 9/29</td>
<td>3</td>
<td>Library Skills</td>
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<tr>
<td>T 10/4</td>
<td>4</td>
<td>Physical Activity</td>
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<tr>
<td>Physical Activity, Sport, and Social Groups</td>
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<tr>
<td>R 10/6</td>
<td>5</td>
<td>Socioeconomic Status</td>
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<tr>
<td>T 10/11</td>
<td>6</td>
<td>Race and Ethnicity</td>
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<td>R 10/13</td>
<td>7</td>
<td>Gender</td>
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<tr>
<td>T 10/18</td>
<td>8</td>
<td>Disability and Differing Ability Part 1</td>
</tr>
<tr>
<td>R 10/20</td>
<td>9</td>
<td>Disability and Different Ability Part 2</td>
</tr>
<tr>
<td>T 10/25</td>
<td>10</td>
<td>Finish Social Groups Module</td>
</tr>
<tr>
<td>R 10/27</td>
<td>11</td>
<td>MIDTERM EXAM</td>
</tr>
<tr>
<td>Physical Activity and Sport Across the Lifespan</td>
<td></td>
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<td>T 11/1</td>
<td>12</td>
<td>Youth and Teens Part 1</td>
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<tr>
<td>R 11/3</td>
<td>13</td>
<td>Youth and Teens Part 2</td>
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<tr>
<td>T 11/8</td>
<td>14</td>
<td>College and Adulthood</td>
</tr>
<tr>
<td>R 11/10</td>
<td>15</td>
<td>Older Adults</td>
</tr>
<tr>
<td>Physical Activity, Sport, and Social Issues</td>
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<td></td>
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<tr>
<td>T 11/15</td>
<td>16</td>
<td>Social Deviance</td>
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<tr>
<td>R 11/17</td>
<td>17</td>
<td>Business and Media</td>
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<tr>
<td>T 11/22</td>
<td>18</td>
<td>TBD</td>
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</table>
EVALUATION OF STUDENT PERFORMANCE:

We will have daily quizzes, two written exams, and one paper (Independent Learning Project). The quizzes may feature multiple choice or true/false; the exams will be fill-in the blank, and short answer/essay type questions. Your grade will be based on the following table:

<table>
<thead>
<tr>
<th>Quizzes</th>
<th>60 points</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 (Midterm)</td>
<td>60 points</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 2 (Final)</td>
<td>60 points</td>
<td>25%</td>
</tr>
<tr>
<td>Independent Learning Project</td>
<td>60 points total (3 parts)</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>240</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

All points earned will be accumulated on the basis of 240 possible points. Your goal should be to accumulate the maximum number of points possible. The scale below will be regarded as absolute. **Grades and exams will not be curved. There will be no additional extra credit or makeup points available beyond what is already listed in this syllabus** or in cases of family emergency as noted elsewhere in the syllabus and per OSU policy. You may not reschedule either the midterm or the final, as these dates are published at the start of the quarter.

<table>
<thead>
<tr>
<th>Letter Grade Earned</th>
<th>Actual Points Earned</th>
<th>Percentage of Points Earned</th>
<th>Description of Work Completed in Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>223-240</td>
<td>93-100</td>
<td>Exceptional accomplishment</td>
</tr>
<tr>
<td>A-</td>
<td>216-222.99</td>
<td>90-92.99</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>208-215.99</td>
<td>87-89.99</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>199-207.99</td>
<td>83-86.99</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>192-198.99</td>
<td>80-82.99</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>184-191.99</td>
<td>77-79.99</td>
<td>Average</td>
</tr>
<tr>
<td>C</td>
<td>175-183.99</td>
<td>73-76.99</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>168-174.99</td>
<td>70-72.99</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>160-167.99</td>
<td>67-69.99</td>
<td>Inferior</td>
</tr>
<tr>
<td>D</td>
<td>151-159.99</td>
<td>63-66.99</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>144-150.99</td>
<td>60-62.99</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 143.99</td>
<td>&lt; 60</td>
<td>Failure/Inadequate</td>
</tr>
</tbody>
</table>

1 Adopted from OSU grading system.

**Note: Grades are not rounded up to the next highest grade.** To understand why not, consider the following analogy. If two high jumpers are competing for Gold and Silver medals, who wins if one can jump 6.0 feet and the other 5 feet, 11.99 inches? Times and distances are not “rounded up” in the sports world and neither are grades in this class. To be clear, if you earn 92.99%, you will receive an A- grade, not an A. You must “clear the bar” to earn the next highest possible grade.

**Assignments/Exams:**

1. **Quizzes (60 points):** There will be a quiz given on Canvas covering each day’s material (readings, videos, lecture). Each quiz will be worth 4-6 points and have 4-8 questions per quiz. Each quiz will go live at the end of the class (9:50am), and you will have just under 48 hours during which to complete it (until 8:30am two days later). The quiz itself will time out after 20
minutes. You may use your readings and notes, but it must be individual – no collaboration with classmates, former students, etc. The Student Conduct Code applies here. The quizzes will feature multiple choice, true/false, and matching questions.

a. Because life (illness, flat tires, etc.) happens, you may make up ONE missed or failed quiz by writing a one page interpretation of the topic that day. You should read/view the material, briefly summarize the key points in a sentence or two, and write your reaction to that assignment - how these topics relate to your life, if you have personal experience with the issue, whether you agree or disagree with the issues raised, etc. You are expected to demonstrate some independent thinking here; you will not receive credit for merely summarizing the assignment. You will be able to earn up to the total points possible on the quiz.

b. If you do not miss any quizzes through the quarter, you may also submit option (a) in order to improve ONE quiz grade. For example, you did really well on all your quizzes except one, where you had a migraine; you may submit a written interpretation of that day’s material to be regraded and replace (and hopefully improve) your quiz grade.

2. **Exam #1 (60 points)** will be given during the 6th week of the quarter. It will cover course content and assigned readings from the first day through the unit on Social groups, including Socioeconomic Status, Race, Ethnicity, Gender, and Disability. The exam will be made up of fill-in-the-blank, short answer and/or essay questions. Exams will include information covered in assignments, quizzes, on the lecture slides, and information discussed in lecture, **even if it is not specifically written on the slides**.

3. **Exam #2 (60 points)** will be given during Finals Week at the university-designated time. This will be a cumulative exam – any topic covered in class or in your assignments is fair game. Expect about 2/3 of the questions to come from the second half of the quarter (Disability unit onward). The exam will be made up of fill-in-the-blank, short answer and/or essay questions. Exams will include information covered in assignments, quizzes, on the lecture slides, and information discussed in lecture, **even if it is not specifically written on the slides**.

   a. **Please note that the date and time listed on Canvas at the start of the quarter is NOT CORRECT** – exam date and time will be updated as soon as the finals schedule is published.

4. **Independent Learning Project (Final Paper) (60 points)**
You will be required to do an independent learning project as part of this course. Your topic will need to be approved by the instructor, and you may be asked to come to office hours or schedule an appointment to discuss your project. You are also welcome to schedule an appointment on your own. We will schedule times in-class to meet in small groups and discuss how your projects are going. More information is available below

**Class Policies:**

1. Class starts promptly at 8:30 AM and end promptly at 9:50 AM.
   a. Respect our time together by arriving a few minutes early and being **ready to go** at 8:00; we will respect your time and wrap up on time in return.

2. Regular classroom attendance is required and active participation is encouraged. You are 100% responsible for each class period whether in attendance or not. **Note: Classes are not to be digitally or otherwise recorded in any way.**
   a. The information presented in class is likely to be on the quizzes and exams **whether or not** it is specifically written on a slide. You are responsible for learning this material; note taking in class is strongly encouraged.
   b. A note on participation: Every student has a different comfort level speaking up in class. The goal of this class is that everyone feels their voice is heard when they want it heard. We will have different ways to participate (large group format, small groups, pairs, and online discussion boards). Challenge yourself to push your boundaries and to create space for others with different styles.

3. Students are expected to behave at the university in a respectful manner.
a. Arrive on time and stay until the end.
b. Stay focused – no outside media (online or print).
c. Be respectful of others, even when the discussion is on a challenging topic where disagreements may arise.
d. Absolutely no use of cell phones in class unless specifically given the okay by the instructor.
e. Use of computers or tablets for the purpose of note taking is permitted, but please do not use your device for purposes not directly related to the course (email, social media, etc.)
f. Violation of the Student Code of Conduct will not be tolerated and will be handled according to the University policy.
   i. If you have questions about the code of conduct or what constitutes inappropriate, disruptive, or disrespectful behaviors, please contact the Student Conduct & Community Standards Office at; 541-737-3656.

4. As the exam dates are known in advance, no make-up exams will be given without a serious and compelling reason. In case of emergency, please contact me as soon as possible to discuss potential arrangements. If you arrive late for any exam, you will only be allowed to take the exam if no one from class has turned their exam in yet.

**Academic Dishonesty and Conduct:**
This course conforms to the Oregon State University Administrative Rules Relating to Student Conduct.

1. Academic Integrity: be honest and ethical in your academic work.
2. Academic dishonesty, as defined by Oregon State University, is an intentional act of deception in one of the following areas:
   a. *Cheating* - use or attempted use of unauthorized materials, information, or study aids.
   b. *Fabrication* - falsification or invention of any information.
   c. *Assisting* - helping another commit an act of academic dishonesty.
   d. *Tampering* - altering or interfering with evaluation instruments and documents.
   e. *Plagiarism* - representing the words or ideas of another person as one’s own.
3. The penalty for acts of academic dishonesty ranges from a grade of “F” for the assignment or test to expulsion from the course, academic major, or college. Violations of academic dishonesty in this class will be dealt with in accordance with University policy. If the nature of academic dishonesty is unclear to you, please contact your instructor, or refer to the information provided at the OSU Student Conduct website, [http://studentlife.oregonstate.edu/studentconduct/](http://studentlife.oregonstate.edu/studentconduct/)

**DIVERSITY STATEMENT**
The College of Public Health and Human Sciences strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

**EXPECTATIONS FOR STUDENT CONDUCT**
The Student Conduct Code establishes community standards and procedures necessary to maintain and protect an environment conducive to learning, in keeping with the educational objectives of Oregon State University. This code is based on the assumption that all persons must treat one another with dignity and respect in order for scholarship to thrive. For the full Student Conduct Code see [http://studentlife.oregonstate.edu/studentconduct/](http://studentlife.oregonstate.edu/studentconduct/)

Academic or Scholarly Dishonesty is prohibited and considered a serious violation of the Student
Conduct Code. It is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another. For Student Conduct and Community Standards see http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/student_conduct_code_1.pdf

RELIGIOUS HOLIDAY STATEMENT
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

STUDENTS WITH DOCUMENTED DISABILITIES
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

UNIVERSITY POLICY CONCERNING WEAPONS:
The carrying and use of weapons on the OSU-Cascade campus is strictly prohibited. This includes permitted concealed weapons. This policy applies to all OSU controlled properties and facilities, including classroom buildings, administrative buildings, and parking areas (including College Way). The complete OSU weapons policy can be found at http://leadership.oregonstate.edu/files/standards/weapons_576-065.pdf
The Independent Learning Project
You will be required to do an independent learning project as part of this course. Your topic will need to be approved by the instructor, and you may be asked to come to office hours or schedule an appointment to discuss your project. You are also welcome to schedule an appointment on your own.
We will plan 20 minutes at least once this quarter to meet in small groups and discuss how your projects are going, along with a Library Skills sessions with Sara Q. Thompson, OSU-Cascades Librarian. There are 3 parts to the ILP: topic selection (5 points), final paper (45 points), and informal presentation (10 points).

Requirements:
• Select and submit a topic to Canvas by Thursday, Oct. 6, at 8:30am. (worth 5 points toward your total)
• 5-7 pages for individual projects, 7-10 pages for groups
• 1" margins, double-spaced, in 12 point font for the body of the text. Be sure to choose an appropriately professional font.
• Use at least 5 primary sources in your research.
  o A primary source typically has a “methods” section and a “results” section.
  o You may use secondary sources (e.g., literature reviews) and popular science writing as sources, but only in support of your primary sources.
  o A complete bibliography will be required, and is not applied to your page count.
• The first page of your ILP must be a cover page with your name(s) on it accompanied by your signature. By signing the cover page, you are guaranteeing that the work is your original work. You can scan in your signed cover page, or turn ONLY THE COVER PAGE in to your instructor on the due date. This page does not count toward the pages required for this assignment. Your paper should be double-spaced.
• For group projects, the first page also should include the group members’ roles on the project
• Your final paper should be error free (i.e., check your grammar and spelling). The grading rubric is at the end of this section.
• You will submit your paper using the TurnItIn tool on Canvas. There is an optional assignment (ILP DRAFT TurnItIn Review) that you can use to have TurnItIn assess and help identify sections that are too closely copied from other material. You can use this optional assignment multiple times, up until 6am on the due date. You MUST submit your final draft via the assignment titled “ILP Final Version Due”.
  o For more information about using TurnItIn, please check out: http://ecampus.oregonstate.edu/faculty/canvas/Quick%20Reference_Turnitin_student%20how%20to%20submit%20assignment.pdf
• By submitting your paper via TurnItIn, you agree to the following statement:
  o I understand that my paper will be checked against multiple sources for original content. A report will be generated that shows if content in this paper matches content in documents available on the Internet, in many print journals, and a database of other papers submitted by students. If submitted to the instructor, my paper will be added to the student database for comparison of future OSU papers against it. I maintain ownership of the original intellectual property created in this paper. I understand that results of this report may be used by the University in student conduct proceedings related to academic dishonesty: http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/student_conduct_code_1.pdf
    For more information about preventing plagiarism see http://guides.library.oregonstate.edu/content.php?pid=502512&sid=4134033
Turnitin generates a report that highlights any potentially unoriginal text in your paper.
• Due via Canvas on or before Tuesday, Nov. 22, at 8:30am. Note: You are welcome to submit your ILP early.
If your ILP is turned in on the due date but after the deadline (i.e. from 8:31-11:59pm on 11/22/16), the assignment will be graded and then 30% will be taken off that grade.

If your ILP is turned in the day after the due date (i.e. from 12:00am -11:59pm on 11/23/16), the assignment will be graded and then 50% will be taken off that grade.

The ILP will not be accepted after 11:59pm on 11/23/16; you will receive a score of zero points for the project.

**Presentation:** The only requirement is that you come prepared to discuss the topic you chose and the findings from your ILP. You earn 10 points (5 points per day) for being present and ready to go. Your presentation itself will not be scored. Presenters will be drawn at random; not everyone will speak in front of the class. You do not need to prepare a formal talk such as a PowerPoint. However, if you have done one already (e.g., you did a group project), you may use that to guide your discussion. Please let your instructor know in advance if you plan to do a formal presentation and need A/V equipment.

**Options:**

*Individual projects:*

- Literature review regarding a special population (social group or lifespan group) in some aspect of physical activity. You will need to discuss:
  - The aspect you are choosing to study (a specific sport, a community program, PE in schools, etc.)
  - Barriers to PA
  - Facilitators to PA
  - One or two programs that promote physical activity
  - Recommendations you might have for creating a new program to serve this population

- Literature review regarding a social issue affecting sport. You will need to discuss:
  - What the different arguments are regarding this social issue
  - What the research says
  - How popular opinion/conventional wisdom (aka the media) presents the issue
  - What your conclusions are
  - Realistic recommendations for implementing those conclusions, including social factors that would need to change to implement your recommendations successfully.

- Example papers from the past have included:
  - Evidence for community-based group exercise for seniors
  - Effects of exercise/physical activity on a disease process (diabetes, alzheimers, mental illness, cancer, etc)
  - Gendered reporting of athletes in the media
  - Effects of sexualization of athletes in media/advertising coverage

*Small Group Projects (3-4 People):*

- Community Physical Activity Project
  - Specify a community/social group/social issue here in Central Oregon.
  - Define the problem you are trying to address.
  - Research what has been done to address the issue in the area, around the country and around the world.
    - Literature review requirements still apply to this one – be as research based as you can.
    - Interviews with Subject Matter Experts (e.g. Bend Parks&Rec) will also be accepted if it is clear how they have shaped your project.
  - Develop a project for promoting physical activity in the community
    - Who does it serve?
    - What are the parameters of the project? How does it work?
    - Who will implement the program? Who will oversee it?
    - How will it benefit the community?
    - What are some of the barriers to implementation?
What will it cost?

- Ballpark numbers – should be realistic.
- The less expensive it is, the more likely it will be implemented.

Who evaluates the success of the program and how?

- What are the expected outcomes of the program?
- How will the outcomes be measured?

Example projects from past classes have included:

- Building a community-based PA program for Central Oregon's Latino community
- Viability and rationale for building a dedicated rugby field in Bend
- Increasing PA and social opportunities on the Warm Springs Reservation through a new rugby program

You may either write a paper (same requirements as the Individual projects) or create a professional project plan or PowerPoint that could be presented to a community leader. If you choose to do the latter, you must plan to meet with Dr. Flexner at least ONE WEEK before the due date (in other words, by May 16). Your presentation will be expected to meet all the requirements of the rubric; however, you will likely need more than 12 slides. This will be discussed on a per-group basis in your meetings.

Grading:

Your final paper or project will be scored based on the following rubric.
Mapping of Course Assessment Strategies with the Bacc Core Learning Outcomes:

**Social Processes and Institutions**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Formal Assessment Methodology</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 1. Use theoretical frameworks to interpret the role of the individual within social process and institutions. | *Formal:* Quizzes, exams, and the independent learning project.  
*Informal:* Primarily through in-class participation activities, discussions, and Canvas exchanges. These are designed to deepen and reinforce learning, which is assessed through more formal means. | Sample quiz question: True or False: Feminist theory researches how sports challenge and transform oppressive forms of gender relations, including homophobia in men's sports.  
Sample exam question: Draw the SocioEcological Model (as defined by McLeroy), label appropriately, and give an example for each section. Discuss how this model can be applied to help understand physical activity patterns for a single Latina mom who works for the Deschutes County Department of Corrections and is a student at OSU-Cascades.  
Sample learning activity: In groups, negotiate the salary percentages from a new professional Quidditch team, with each student taking on one of the following roles: Owner, Coach, Athlete, Medical Staff, Maintenance Staff. After negotiations are complete, discuss how |
the different social theories from the reading applied to the discussion, including which frame fit best, and understanding the theories shifted your argument/position.

| 2. Analyze current social issues and place them in historical context(s). | **Formal**: Quizzes, exams, and the independent learning project.  
**Informal**: Primarily through in-class participation activities, discussions, and Canvas exchanges. These are designed to deepen and reinforce learning, which is assessed through more formal means. | Sample quiz question: Which of the following is NOT a common argument (myth) for why some think race explains athletic performance?  
(a) Biology (nature) is more important than social forces (nurture);  
(b) Races are biologically distinct with unique genetic traits;  
(c) Certain races are less intelligent than others;  
(d) Disease resistance: the weaker members of the race died from disease or hardship, making those who remain faster and stronger;  
(e) Slavery was a form of natural selection, and one had to be strong to survive.  

Sample exam question: “Disability is both a cause and a consequence of poverty.” What does this mean, in the US and around the world?  

Sample learning activity: Discuss with your partner, and then with the larger group: Is sport a positive force for |
3. Critique the nature, value, and limitations of the basic methods of the social sciences.

| Forma | Quizzes, exams, and the independent learning project. |
| Informal | Primarily through in-class participation activities, discussions, and Canvas exchanges. These are designed to deepen and reinforce learning, which is assessed through more formal means. |

Sample quiz question:
Which of the following is not a primary data collection method used in Sociology of Sport? (a) investigating media; (b) observing in a lab; (c) Asking questions; (d) observing in a social world

Sample exam question:
You have been asked to create and distribute a survey to all Central Oregon high school students to investigate: How does lifestyle influence obesity in adolescents? Write five quantitative survey questions that would address this question. Make sure to include the answer options for each survey question AND do not include YES/NO answer options.

Sample learning activity:
In-class presentation by and discussion with Sara Q Thompson, OSU-Cascades Librarian, regarding finding, evaluating, using, and appropriately citing research sources for Independent Learning Projects
## Western Culture

<table>
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<tr>
<th>Student Learning Outcome</th>
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<th>Example(s)</th>
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| 1. Identify significant events, developments, and/or ideas in the Western cultural experience and context. | *Formal:* Quizzes, exams, and the independent learning project.  
  *Informal:* Primarily through in-class participation activities, discussions, and Canvas exchanges. These are designed to deepen and reinforce learning, which is assessed through more formal means. | Sample quiz question: What movement or law had the biggest positive effect on (U.S.) women's participation in sport and physical activity? (a) Women's suffrage (1900s); (b) The Great Depression (1930s); (c) World War II (1940s); (d) Title IX (1970s)  
  Sample exam question: Give two ways sport helps promote racial equality, and two ways that it holds society back from true racial equality.  
  Sample learning activity: In-class discussion (small and large groups) on acceptable roles for women in sport since the mid 1800’s, including the role of fashion, evolving attitudes toward women of color. |
| 2. Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture. | *Formal:* Quizzes, exams, and the independent learning project.  
  *Informal:* Primarily through in-class participation activities, discussions, and Canvas exchanges. These are designed to deepen and reinforce learning, which is assessed through more formal means. | Sample quiz question: True or false: Promoting health through recommendations to increase activity is the best approach when people are inactive because of poor access to recreation facilities/areas rather than lack of interest.  
  Sample exam question:                                                                                                                                                                                                                                                                                  |
Describe the relationship between socioeconomic status (SES) and physical activity (PA). What is the relationship, who is most likely to meet the guidelines, and who is least likely? Discuss if and/or how this changes across the lifespan.

Sample learning activity:
Small group discussion on the following topics: What has the racial makeup been in the places you’ve lived? How has that influenced the community? How will we define minorities in 2060? By historical race categorizations or by actual demographic numbers? What is your experience with racism, if any? What does the term “post-racial society” mean to you? Should it be a goal? Is it achievable?

| 3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes. | Formal: Quizzes, exams, and the independent learning project.  
Informal: Primarily through in-class participation activities, discussions, and Canvas exchanges. These are designed to deepen and reinforce learning, which is assessed through more formal means. | Sample quiz question: True or False: No matter what indicator you choose, people of higher socioeconomic status are more active than those of lower socioeconomic status (at least in the developed world).  
Sample exam question: Give two ways that |
media coverage of sports provides a **positive** influence on society, and two ways that media coverage of sports **negatively** influences society.

**Sample learning activity:**
In groups of 3-5, discuss how the socioecologic model helps us understand why residents of Central Oregon do or do not make healthy food choices.