

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



## CICE COURSE OUTLINE

<b>COURSE TITLE:</b>	Rituals, Idols, and Controversies in Sports		
<b>CODE NO. :</b>	GAS101	<b>SEMESTER:</b>	Fall
<b>MODIFIED CODE:</b>	GAS0101		
<b>PROGRAM:</b>	General Arts and Science		
<b>AUTHOR:</b>	Silvana Turpin		
<b>MODIFIED BY:</b>	Anthea Fazi, Learning Specialist CICE Program		
<b>DATE:</b>	Sept 2012	<b>PREVIOUS OUTLINE DATED:</b>	Sept 2011
<b>APPROVED:</b>	"Angelique Lemay"		Sept 2012
	<hr/> <i>Dean, School of Community Services and Interdisciplinary Studies</i>		<hr/> <b>DATE</b>
<b>TOTAL CREDITS:</b>	3		
<b>PREREQUISITE(S):</b>	None		
<b>HOURS/WEEK:</b>	2		

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*For additional information, please contact the Dean, School of Community Services and Interdisciplinary Studies*  
*(705) 759-2554, Ext. 2603*

**I. COURSE DESCRIPTION:**

This course gives students the opportunity to examine the many rituals, idols and controversies surrounding the world of sports. Students will debate, discuss, and present a variety of popular topics in sports such as athlete salaries, performance-enhancing drugs and athlete product endorsement. This course will explore the impact these issues have on social and cultural aspects of human behavior.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE**

Upon successful completion of this course, the CICE student, with the help of a Learning Specialist, will demonstrate the basic ability to:

1. Describe common rituals that exist in sports and examine their impact on society and human behaviour.

Potential Elements of the Performance:

- Define what is meant by the term rituals in sports
- Identify and list rituals that commonly occur in a range of professional sports
- Examine the impact rituals have on the player's and team's game and pregame mentality
- Assess the impacts that rituals in sports have on society

2. Identify idols in professional sports and their impact on society.

Potential Elements of the Performance:

- Define what the term idol means to the individual
- Identify popular idols in sports and discuss what identifies them as an idol
- Analyze the impact idols have on the sport and society
- Examine the idol's role in society and the sport itself

3. Examine and assess the various controversies that surround the world of sports and their impacts on society.

Potential Elements of the Performance:

- Identify the common controversies that exist in the world of professional sports and their impact on the sport and society
- Evaluate the controversies and apply critical thinking skills to current issues

- Formulate researched arguments about ethical dilemmas in sports
4. Examine the role of the media and film in portraying rituals, idols and controversies in sports.

Potential Elements of the Performance:

- Discuss the role of the media in dealing with rituals, idols and controversies in sports and its impact on the sport and fans
- Examine the role of film in dealing with the issues of rituals, idols and controversies in sports and its impact on the sport and society

**III. TOPICS:**

1. Introduction to course
2. Defining Rituals
3. Common rituals that occur in sports
4. Defining Idol – How do you define idol?
5. Idols in sports and their contribution to sports
6. Influence idols have on society
7. Controversies that occur in the world of sports (possible topics for discussion include steroid use, salaries of athletes, player product endorsements, ticket prices to attend a sporting event, team expansion across the border, and violence in sports)

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

There is no required textbook for this course. The professor will provide students with articles and handouts as required.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

<b>1. In-class Activities</b>	<b>20%</b>
<b>2. Presentation(s)/Research Report(s)</b>	<b>20%</b>
<b>3. Film Analyses of Portrayal of Sports Rituals, Idols and Controversies</b>	<b>30%</b>
<b>4. Group Debate on Controversy in Sports</b>	<b>30%</b>
• Debate (15%)	
• Write-up (10%)	
• Peer-Review (5%)	
<b>Total</b>	<b>100%</b>

**All assignments will be completed with the assistance of the Learning Specialist. All modifications to assignments will be proposed by the Learning Specialist and is subject to the approval of the instructor.**

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit) Credit for diploma requirements has been awarded.

S Satisfactory achievement in field /clinical placement or non-graded subject area.

U Unsatisfactory achievement in field/clinical placement or non-graded subject area.

X A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.

NR Grade not reported to Registrar's office.

W Student has withdrawn from the course without academic penalty.

**VI. SPECIAL NOTES:**Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

There are a number of in-class assignments that will be evaluated and part of the final mark for this course. Students must be present to complete these assignments. The professor must be notified in advance of the class if the student is to be absent. Failure to contact the professor in advance will result in a zero grade for the assignment.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum are located on the student portal. Students are responsible for becoming familiar with this information. Go to <https://mysaultcollege.ca>

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.