



COURSE OUTLINE: GAS0101 - RITUALS, IDOLS SPORTS

Prepared: General Arts and Science

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	GAS0101: RITUALS, IDOLS & CONTROV SPORTS
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	20F, 21W, 21S
Course Description:	This course gives students in the CICE program, with the assistance of a Learning Specialist, 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 behaviour.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	<div>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</div> <div>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</div> <div>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</div> <div>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</div> <div>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</div> <div>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</div> <div>EES 10 Manage the use of time and other resources to complete projects.</div> <div>EES 11 Take responsibility for ones own actions, decisions, and consequences.</div>
General Education Themes:	<div>Social and Cultural Understanding</div> <div>Personal Understanding</div>
Course Evaluation:	<div>Passing Grade: 50%, D</div> <div>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</div>

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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Books and Required Resources:	No Text is Required																
Course Outcomes and Learning Objectives:	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table> <tr> <th>Course Outcome 1</th><th>Learning Objectives for Course Outcome 1</th></tr> <tr> <td>Describe common rituals that exist in sports and examine their impact on society and human behaviour.</td><td> 1.1 Define what is meant by the term rituals in sports 1.2 Identify and list rituals that commonly occur in a range of professional sports 1.3 Examine the impact rituals have on the player's and team's game and pregame mentality 1.4 Assess the impacts that rituals in sports have on society </td></tr> <tr> <th>Course Outcome 2</th><th>Learning Objectives for Course Outcome 2</th></tr> <tr> <td>Identify idols in professional sports and their influence on society.</td><td> 2.1 Define what the term idol means to the individual 2.2 Identify popular idols in sports and discuss what identifies them as an idol 2.3 Analyze the impact idols have on the sport and society 2.4 Examine the idol's role in society and the sport itself </td></tr> <tr> <th>Course Outcome 3</th><th>Learning Objectives for Course Outcome 3</th></tr> <tr> <td>Examine and assess the various controversies that surround the world of sports and their impacts on society.</td><td> 3.1 Identify the common controversies that exist in the world of professional sports and their impact on the sport and society 3.2 Evaluate the controversies and apply critical thinking skills to current issues 3.3 Formulate researched arguments about ethical dilemmas in sports </td></tr> <tr> <th>Course Outcome 4</th><th>Learning Objectives for Course Outcome 4</th></tr> <tr> <td>Examine the role of the media and film in portraying rituals, idols and controversies in sports.</td><td> 4.1 Discuss the role of the media in dealing with rituals, idols and controversies in sports and its impact on the sport and fans 4.2 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 </td></tr> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	Describe common rituals that exist in sports and examine their impact on society and human behaviour.	1.1 Define what is meant by the term rituals in sports 1.2 Identify and list rituals that commonly occur in a range of professional sports 1.3 Examine the impact rituals have on the player's and team's game and pregame mentality 1.4 Assess the impacts that rituals in sports have on society	Course Outcome 2	Learning Objectives for Course Outcome 2	Identify idols in professional sports and their influence on society.	2.1 Define what the term idol means to the individual 2.2 Identify popular idols in sports and discuss what identifies them as an idol 2.3 Analyze the impact idols have on the sport and society 2.4 Examine the idol's role in society and the sport itself	Course Outcome 3	Learning Objectives for Course Outcome 3	Examine and assess the various controversies that surround the world of sports and their impacts on society.	3.1 Identify the common controversies that exist in the world of professional sports and their impact on the sport and society 3.2 Evaluate the controversies and apply critical thinking skills to current issues 3.3 Formulate researched arguments about ethical dilemmas in sports	Course Outcome 4	Learning Objectives for Course Outcome 4	Examine the role of the media and film in portraying rituals, idols and controversies in sports.	4.1 Discuss the role of the media in dealing with rituals, idols and controversies in sports and its impact on the sport and fans 4.2 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
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Evaluation Process and Grading System:	<table> <tr> <th>Evaluation Type</th><th>Evaluation Weight</th></tr> <tr> <td>Film Analysis of Portrayal of Sports</td><td>30%</td></tr> <tr> <td>Group Debate on Controversy in Sports</td><td>30%</td></tr> <tr> <td>In-class Activities</td><td>20%</td></tr> <tr> <td>Presentation(s)/Research Report(s)</td><td>20%</td></tr> </table>	Evaluation Type	Evaluation Weight	Film Analysis of Portrayal of Sports	30%	Group Debate on Controversy in Sports	30%	In-class Activities	20%	Presentation(s)/Research Report(s)	20%						
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CICE Modifications:	<p><u>Preparation and Participation</u></p> <ol style="list-style-type: none"> 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 																

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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. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. 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.

C. 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.

D. 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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require

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	alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes
Date:	December 18, 2020
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.

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