Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Liberal Arts
   Department: Communication and Journalism

2. Course Prefix and Number: COMM 3650
3. Effective Term: Fall 2012

4. Course Title: Rhetoric of Sports
   Abbreviated Title (30 characters or less):

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [x] Revise a Course
   - Current Course Number:
   - Proposed Course Number:
   - Type of Revision:

6. Course Credit:
   Contact/Group Hours | Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study) | Weekly or Per Term? | Credit Hours | Anticipated Enrollment
   --- | --- | --- | --- | ---
   Maximum Hours (Repeatability): 3 | 3 | Lecture | Weekly | 3 | 25
   Total Credit Hours: 3

7. Grading Type:
   - [x] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
P: Restricted to students with at least a sophomore standing (30 hours completed).

9. Restrictions:
   - [ ] College
   - [ ] Major
   - [x] Standing
   - [ ] Degree
   List specific restriction in space above.

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Examines sports in the public sphere by using rhetorical theories to understand how sports contribute to social issues such as identity, community, ethnicity, gender, and politics.

11. May Count Either: [ ] or [ ] (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    Program Type | Program Title | Requirement or Elective?
    (e.g.: minor, major, etc.) | (e.g.: MS in Chemistry, Performance Option, Minor in Art) | (required or optional?)
    N/A | N/A | N/A |

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. Justification:
This course compliments the department’s Communication curriculum by illustrating core rhetorical concepts in a unique setting. Through the lens of sports students are encouraged to consider how messages work to construct meaning and shape personal and collective identity. The principles covered are elementary rhetorical theories that recur in the curriculum. The course has been taught twice (fall 2010 and fall 2011) with favorable results in both student learning outcomes and student evaluations.

(include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
The course has been taught twice and requires no additional resources. Existing faculty, classrooms, and technology are sufficient to teach the course.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization – i.e.: Dean – where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes:
SLO2: Students will be able to read analytically and critically, focusing on contexts, audience, and arguments in both popular and academic writing on sport.
SLO 2: Students will be able to analyze and understand the structural and situational factors present in sport related discourse.
SLO 2: Students will be able to construct an effective argument as to the rhetorical nature of sport for a situated community.
SLO 2: Students will develop skills in applying rhetorical analysis to sport related discourse.
SLO 3: Students will demonstrate effective writing skills in preparing analyses and critical examinations of the roles sport plays in communal discourse.
SLO 4: Students will be informed and engaged citizens of the United States and the world by considering the rhetorical nature of sport in contexts outside of the Auburn University environment.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
Date Topic Assignment Due
Week 1 Opening Day, Introduction to the course
Week 2 Communication and Sport, What is rhetoric?: Chapter 1, CAN-Krizak, Halone,
Week 3 What is a critic?, Community in Sport: CAN- Brummett, Burke, Andrews, Brockreide, Chapter 2
Week 4 Community in Sport continued, Sports Fan Cultures: CAN- Trujillo (Ballpark), Catsam, Congalton, Chapter 3
Week 5 Sports Fan Cultures continued, Sports and Mythology: CAN-Crabbe, Zagacki, Gibson (Gators), Chapter 4
Week 6 Sports and Mythology continued, Gender in Sport: CAN- Real, Price (Super Bowl), Butterworth (Race), Chapter 5
Week 7 Gender in Sport continued, Gender in Sport continued: CAN-Trujillo (Ryan), Blinde, Butterworth (Piazza), Price (Rugby), Butterworth (Hnida)
Week 8 Race and Ethnicity in Sport, Race and Ethnicity in Sport continued:
Week 9 Race and Ethnicity in Sport continued, Mid Term Exam: CAN- Staurowsky (NCAA), Taylor

Week 10 Politics/Nationality in Sport, Politics/Nationality in Sport continued: Chapter 7, CAN- Butterworth (Iraq), Tomlinson, Desmarais, Research Analysis Due

Week 11 Politics/Nationality in Sport continued, Performing Identity in Sport CAN- Mehler, Riggs, Chapter 8

Week 12 Performing Identity in Sport continued, Crisis Communication in Sports Organizations: CAN- Newman, Steffensmeir, Lindemann, Green, Chapter 12

Week 13 Crisis Communication in Sports Organizations continued, Commodification of Sport, CAN- Jerome, Butterworth (Palmeiro), Brazael, Chapter 13

Week 14 Commodification of Sport continued: CAN- Donnelly, Farrell, Tajima

Week 15 Communication and Sport in the Future: Chapter 15, CAN- Humphreys. Critical Analysis Due

Final Exam on date assigned by university calendar

(Provide a comprehensive, week-by-week breakdown of course content; including assignment due dates)

18. Assignments / Projects:

There are two exams (mid term and final) that test the students on core concepts from the readings and class lectures as well as simple applications of principles. The exams are designed to help students identify and internalize core rhetorical concepts.

There are two writing assignments. The first is a research analysis. Students are to find two academic articles that analyze sport from a rhetorical perspective and compare and contrast them. This is designed to emphasize core rhetorical concepts as well as expose students to writing that makes an argument based on evidence and reasoning. They identify the arguments made, the evidence provided, and compare and contrast the findings to determine which article makes the better case. The second writing assignment is a critical analysis in which students select a specific sporting event and analyze it from a rhetorical perspective. Students are encouraged to emulate the arguments found in their research analyses. They are also encouraged to identify a sporting event that is outside of the immediate Auburn University environment, requiring them to give consideration to contexts and audiences different from their own.

The final assignment is a series of summaries of the articles assigned on Canvas as daily readings. Students are required to identify the central argument of each piece and summarize the evidence given in support of the conclusions. These are collected at random throughout the semester to encourage consistent attendance.

(List all quizzes, projects, reports, activities and other components of the course grade — including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

The grading scale is traditional: A (100-90%), B (89-80%), C (79-70%), D (69-60%), F (59-0%). The exams and written assignments are graded on a 100 point scale. The article summaries are graded on a ten point scale. Ten of these are collected. The result is a 500 point scale for the course. The writing assignments are graded according to a rubric that examines rhetorical awareness (audience engagement, awareness of self as a writer
and presenter), purpose (focuses writing on a specific purpose), organization (production of logical and coherent writing), writing standards (grammar, spelling, and proficient use of documentation style) and content and assignment (met or exceeded the requirements of the assignment). Each of these is worth 20 points for a total of 100.

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each, indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: N/A

(include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1289 Haley Center, 844-2098 (V/TT).
Approvals

Department Chair / Head

College / School Curriculum Committee

College / School Dean

Dean of the Graduate School (for Graduate Courses)

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

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Date 2/9/2012

Date 2/22/2012

Date 2/22/2012