**REQUEST FOR ADDITION OF NEW COURSE**

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
<th>Professional Practice Projects in Communication Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 7998</td>
<td></td>
<td>P R O F P R O J E C T S C M S T</td>
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</tbody>
</table>

- **Short Title (≤ 19 characters)**
  - P R O F
  - P R O J
  - E C T
  - S
  - C
  - M
  - S
  - T

- **Semester Hours of Credit**
  - 3.0 – 6.0

- **If combination course type, # hrs. of credit for**
  - Lecture: __________
  - Lab/Sem/Rec: __________

- **Repeat Credit Max. (if repeatable):**
  - 6.0 credit hours

- **Graduate Credit?**
  - Yes __________
  - No __________

- **Credit will not be given for this course and:**
  - CMST 8000

- **Course Type (Indicate hours in the appropriate course type.)**
  - Lecture
  - Lab __________
  - Seminar __________
  - Recitation __________
  - Lec/Rec __________
  - Lec/Sem __________
  - Lec/Lab __________
  - Res/Ind __________
  - Clin/Pract 3.0-6.0
  - Intern __________

- **Maximum enrollment per section: (use integer, e.g. 25 not 20-30)**
  - 10

- **Grading System:**
  - Letter Grade __________
  - Pass/Fail __________
  - Final Exam: **Yes __________
  - No X __________

**(Attach justification if the proposed course will not hold a final exam during examination week.)**

**Course Description:**

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

Professional Practice Projects in Communication Studies (3–6) Prereq: Permission of Department. May be taken for a max. of 6 sem. hrs. credit. Project-based course for MA students pursuing a field-based, professional practice experience as an alternative to the thesis.

**BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS “YES”, ATTACH EXPLANATION).**

- If this course is approved, will additional staff be needed? Yes __________
  - No X __________

- Will additional space, equipment, special library materials or other major expense be involved? Yes __________
  - No X __________

**Academic Affairs Approval:** *(Date)*

**ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)**

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria.

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students.)

**APPROVALS**

- Department Faculty Approval Date: Oct. 25, 2017
- College Faculty Approval Date: 11-8-17

- Department Chair Signature: **(Date)**
- Graduate Dean Signature: **(Date)**
- College Dean Signature: **(Date)**
- Chair, PS C&C Committee: **(Date)**
- Academic Affairs Approval: **(Date)**
Proposal for New Course: Professional Practice Projects in Communication Studies
Justification

Following the Department of Communication Studies’ Action Plan formulated as a result of our Program Review, and acting on the recommendation of HSS Dean Stacia Haynie that the department consider implementing “a field-based professional practice program for master’s students. … identifying opportunities for professional practice experience, such as internships, service work, community outreach, and other forms of field work,” faculty in CMST have voted to revise our existing MA program to add a Professional Practice track. On the master’s level, currently the department offers the MA program with a thesis and a non-thesis option, plus an MA-PhD fast-track program.

We believe some students will be better served by an adjustment to our MA curriculum that fosters field experiences more pertinent to their career trajectories than existing mechanisms designed more properly for students who wish to pursue careers in teaching or go on to study for the PhD. We believe that students wishing advanced study that complements careers in non-academic fields will be attracted to this program track, and in fact we have already been attracting such students. The thesis and non-thesis (comprehensive exam) tracks, however, have limited utility for such students.

The proposed course provides an alternative that will better serve MA students in a Professional Practice track. It will also make our department more responsive to trends in higher education as well as foster synergies with regional communities, industries, and interests. Further, the proposed course will enable us to recruit high-quality master’s students entering fields such as Sports Administration, First Responder Training, Filmmaking, Museum Administration and Educational Outreach, Tourism, Health Communication, Climate and Environmental Communication, Corporate Communication, et al.
From the Graduate Student Handbook:

If you opt to develop a project related to your professional practice, you need to assemble an MA Committee sometime in your second year. The committee should consist of three graduate faculty members, at least one of whom is a Full (rather than Associate or Affiliate) member of the LSU graduate faculty. One member also agrees to serve as your main advisor (or major professor), who guides you in the development and production of your project. This person may or may not be the same person as your initial advisor. If different, she or he will become your main advisor and head up your ARC.

A prospectus for the project must be approved by your MA Committee one semester prior to the semester in which the degree is granted. The summer term is considered a semester for this purpose. When the project is near completion, the student should contact the members of his or her committee to arrange a date and time for the oral examination. Once the date is set, the student submits a “Request for Master’s Examination” and an “MA Course Requirement Check List” to the Graduate School. These documents must be submitted at least 3 weeks prior to the date of the oral examination.

Depending on the nature of the project, copies of relevant written or visual materials should be submitted to each committee member at least 2 weeks prior to the final oral examination. The exam may include a presentation of the project and/or a summary of the project’s purpose. That is, a video project should be screened prior to the time of the oral defense. A training project should be held with an appropriate audience with the committee in attendance and the oral defense scheduled for a later time. These details should be negotiated with the committee members prior to setting the time for the oral exam.
The following syllabus is intended as an example for the purposes of this course proposal only. In practice, students enrolled in this course will meet with an appropriate professor in CMST who will act as the student's advisor and instructor of record for CMST 7998. That meeting will be the basis for the student, in consultation with the professor, to co-create a syllabus that includes a description of the field experience or project, a timetable for hours spent in the field, a schedule for meeting with the professor overseeing the project, grading procedures, work expected, and all other matters relating to the creation of a normal syllabus created for the specific field experience and/or project. The final exam shall consist of a presentation of the student's work conducted in a manner and medium most appropriate to the specific nature of the project.

Texts:


Project Description: Through arrangement with the West Baton Rouge Parish Museum, the student will spend time in the field reviewing permanent and temporary exhibits that communicate the heritage of the sugar industry in south Louisiana. This review will include instructional materials developed for educational outreach and community events, especially the museum's annual "Sugar Fest." The student will develop a written report (20-25 pages) that analyzes how the heritage of the sugar industry is communicated to the museum's public in these exhibits, materials, and events. Drawing on this report and on materials located in the museum's archives and/or related materials from the Special Collections in Hill Memorial Library, the student will design a proposal for an exhibit or outreach event that builds or improves upon communication tactics employed in current exhibits or events studied in the report.

Meetings: During the fieldwork period, the student will meet weekly with the professor to discuss readings and progress of the project.

Final Exam: In lieu of a final exam, the student will present the report and proposal to a committee of professors in CMST and an appropriate WBR Parish museum administrator, such as the education director or curator of special exhibits.

Grading: Projects will earn points and be graded according to the following scale: 967-1000 = A+; 933-966 = A; 900-932 = A-; 867-899 = B+; 833-866 = B; 800-832 = B-; 767-799 = C+; 733-766 = C; 700-732 = C-; 667-699 = D+; 633-666 = D; 600-632 = D-; 599 = F

"A" work indicates achievement that is outstanding relative to the level necessary to meet the requirements of the assignment. It reflects near-perfect technical execution and creativity that exceeds expectations. "B" work indicates achievement that is significantly above the level necessary to meet the requirements of assignment. "C" work meets, but does not exceed, the requirements of the assignment in every way. "D" work is worthy of credit even though it fails to meet the requirements of the assignment. "F" work fails to meet the basic parameters of the assignment. Plus and minus grades within each of the above generally pertain to more nuanced particulars of each assignment.
Justification for Not Holding a Final Exam During Exam Week

This course is a fieldwork and projects based course. Grading is based on the work done in the field and presented at a formal presentation at the culmination of the fieldwork period. The setting will vary with each student. Due to the professional fieldwork setting of the study and the need to accommodate the schedules of the various settings in which the fieldwork may take place, it will not be possible to schedule presentations at a pre-set time during exam week.
CMST 7998
PROFESSIONAL PRACTICE PROJECTS IN
COMMUNICATION STUDIES

NAME: ________________________________

STUDENT ID #: ________________________________

SUPERVISOR: ________________________________  Section ___  Credit Hours ___

Session/Term:  □ Fall  □ Spring  □ Summer*

Student’s Signature: ____________________________________________  Date: ___

Supervisor’s Signature: ____________________________________________  Date: ___

*Dept. Chair Signature: ____________________________________________  Date: ___
*(Dept. Chair Signature required for Summer Session only)

Professional Practice Project (1-6 hrs per semester)

Description of product (attach extra pages as needed):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

This form must be HAND-DELIVERED to 136 Coates and the student must wait while the class is added.
REQUEST FOR ADDITION OF NEW COURSE

Department | AAAS
---|---
College | Humanities and Social Sciences
Date | October 19, 2017

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PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4800</td>
<td>African Americans in Sport</td>
</tr>
</tbody>
</table>

Short Title (≤ 19 characters) | Africanc Americans in Sport |

Semester Hours of Credit | 3 |

If combination course type, # hrs. of credit for lecture: | x |

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Recitation</th>
<th>Lec/Rec</th>
<th>Lec/Sem</th>
<th>Lec/Lab</th>
<th>Res/Ind</th>
<th>Clin/Pract</th>
<th>Intern</th>
</tr>
</thead>
</table>

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) |  |

Grading System: Letter Grade | x |
Pass/Fail |  |
Final Exam: | x | No |

**(Attach justification if the proposed course will not hold a final exam during examination week.)**

Course Description:
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

See KIN 4800

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BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? | Yes | No x |
Whether additional space, equipment, special library materials or other major expense be involved? | Yes | No x |

Academic Affairs Approval: (Date)

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ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students.)

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APPROVALS

Department Faculty Approval Date | 09/13/17
College Faculty Approval Date | 11- 8-19

Department Chair Signature | (date) 10/19/17
Graduate Dean Signature | (date) 11/30/17

College Contact | E-mail

Chair, FS C&C Committee | (date) 11/30/17
Academic Affairs Approval | (date)
Justification

African & African American Studies (AAAS) would benefit from more 4000-level courses. *African Americans in Sport* (KIN 4800) is an important course on the books in the Department of Kinesiology that is rarely taught. Revising *Sports, Race, and Society* (AAAS 3902) and cross-listing it with KIN 4800 will benefit students in the Department of Kinesiology and African and African American Studies because the course can be offered on a regular basis and contribute to the overall rigor of both programs of study. Additionally, students with a concentration in AAAS can only take 12 of the required 33 credit hours below the 3000-level. While AAAS offers a number of special topics courses (3902), students may only take two of the aforementioned courses and the number of AAAS 4000-level courses are relatively few and the program is experiencing a historic increase in concentrators and minors.
Sport Administration/Management Program Mission Statement
The Sport Administration/Management Program at the Louisiana State University aims to be regional and national leaders in the education and development of undergraduate and graduate students toward service in the sport industry. Through research, engagement, and an appreciation for interdisciplinary approaches, we provide coursework, encourage volunteerism, promote intellectual achievement, and require high levels of competence to help prepare students for careers in sport. The goals of the faculty and the program are to develop students who are critical thinkers and inspirational leaders fully prepared for lives of service to their families, communities, and the greater global society.

Sport Administration Learning Outcomes
1. Demonstrate an understanding of the subject matter for Sport Administration that reflects a variety of concepts from history, sociology, ethical legal issues, marketing, finance, and management theory.
2. Demonstrate an understanding of sport administration that is needed to apply critical thinking skills, identify problems and make sound decisions in practical settings in the sport industry.
3. Use interpersonal communication skills with individuals and groups; disseminate information in a variety of oral, written, technological and electronic formats to diverse populations such as clients, employees and managers.
4. To understand, interpret critique and apply research to improve practice in the chosen field.

Required Text

Other Readings will be assigned and uploaded through the course Moodle page.

Course Description
African American experiences in sport, including a survey of the history of African Americans in sport and its larger effect on African American culture in general; introduction to the historical, sociological, economic, psychological, anatomical and physiological aspects of sport unique to African Americans.

Course Objectives
Upon completion of this course, students should be able to:
1. Demonstrate a comprehension of the history of sports’ inclusion and exclusion of ethnic and minority groups, specifically African Americans, in the United States;
2. Discuss the socio-historical significance of African American athletes in sport during the nineteenth, twentieth and early twenty-first century, including: (a) pre-Civil War, (b) immediately following Civil War, (c) segregation beginning with the last two decades of
the 19th century; (d) desegregation after World War II, and (e) post-1960s and the Civil Rights Movement

3. Describe the historical contribution of, and challenges faced by, African Americans in boxing, baseball, horse racing, football, basketball, track and field, and the Olympics.

**Policies and Procedures**

1. Students are expected to attend class for the entire duration of the class period while listening attentively and showing respect for the instructor and others in the class. Students are responsible for all information disseminated during class, be e-mail, and through Moodle. Students are expected to complete assigned readings from the text and supplemental materials distributed in class, through Moodle, or by e-mail. Additionally, videos and other media may be assigned and should be treated as assigned readings.

2. Additional means of communication between the instructor and students are available through the use of e-mail. Any email sent to the instructor will receive a response within two business days. Messages without a salutation and closing will not receive a response. Students are responsible for any correspondence sent through LSU PAWS accounts which includes but is not limited to schedule updates, articles/readings, assignments, and forms needed for class. Students may also be expected to turn assignments in directly to the instructor, through Moodle, or by e-mail. Assignments submitted by individuals other than the student may not count toward that student's grade.

3. Per Policy Statement (PS) 22: Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. **The course instructor will determine the validity of a student's reason(s) for absences** and will assist those students who have valid reasons. Valid reasons for absences include: (a) illness, (b) serious family emergency, (c) special curricular requirements such as judging trips or field trips, (d) court-imposed legal obligations such as subpoenas or jury duty, (e) military obligations, (f) serious weather conditions, (g) participation in varsity athletic competitions or university musical events, and (h) religious observances (see the interfaith calendar website at www.interfaithcalendar.org for an updated calendar of holidays and primary holy days of the various religions). **The student is responsible for providing reasonable advance notification and appropriate documentation** of the reason for the absence. Whether the excused absence is planned or unplanned, students are responsible for providing documentation of the excused absence as soon as possible (i.e., the next class period for unplanned absences). Some examples of documentation may come from doctors (listing the dates during which you were unable to attend class or complete course work), newspapers, the American Red Cross, and military orders. Documentation for religious observances and planned athletic events should be submitted during the first week of class. See PS-22 for further information.

4. All assignments will be submitted electronically either by e-mail or through Moodle by the class start time on the due date. No late work will be accepted for any credit without an excused absence accompanied by appropriate documentation.

5. Students are expected to inform the instructor of record in a timely manner if services provided by the Office of Disability Services or other documented and necessary special accommodations are needed. The Office of Disability Services as well as PS-26 can assist students with further guidance and information.
6. High standards of academic integrity are expected. Each student is expected to do his or her own work for all course assignments. Plagiarism and/or cheating on any assignment/test will not be tolerated. Any student suspected of cheating, plagiarizing, falsifying documents or engaging in any other act of academic misconduct will be reported to the Dean of Students. Information introduced in assignments that comes from an outside source (i.e. thoughts or concepts that do not originate from the student) must be cited using APA style, in-text citations with a properly formatted bibliography. Failure to properly cite sources for assignments can be considered academic fraud and will be turned in to the Dean of Students Office. Plagiarism and cheating will be dealt with according to the LSU Student Code of Conduct and the Dean of Student Affairs Office. LSU policies regarding academic misconduct can be found online in the Dean of Students: Code of Conduct. It is the students’ responsibility to be familiar with these policies.

7. Per PS-29, “[i]t is the University’s intent to provide in all teaching facilities an environment conducive to study and learning. The instructor of record is responsible and has the right to determine the instructional activities of each course and to provide fair and appropriate teaching environments. Any situation or deportment which disrupts the learning process, as determined by the instructor, is prohibited.”

8. Per PS-45, “[a] credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates: Not less than one hour (or 50 minutes of equivalent content as defined by the university and permitted under US Department of Education rules) of lecture/classroom or direct faculty instruction and a minimum of two hours out-of-class student work across 15 weeks for one semester or the equivalent amount of work over a different amount of time.”

9. A mandatory first day of class attendance policy may be enforced which could result in a student being dropped from the class if their presence is not made known on the first day.

10. This course may be taken for graduate credit. Please see the description of the topic engagement paper for additional requirements for graduate students.

**Evaluation Method (Undergraduate Students)**

<table>
<thead>
<tr>
<th>EVALUATION ITEM</th>
<th>POINTS AVAILABLE</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Topic Critiques/Personal</td>
<td>20</td>
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<tr>
<td>Experience</td>
<td></td>
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<tr>
<td>Research Presentation</td>
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<tr>
<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td><strong>Total</strong></td>
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**Evaluation Method (Graduate Students)**
<table>
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<td>Final Exam</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Quizzes:** Quizzes will be given on five separate class dates. There is no guarantee students will receive the same quizzes. Quizzes can be assigned at any time during any class period and could be in any format (e.g., multiple choice or short answer) and through various delivery methods (e.g., oral, online, written). Furthermore, due to course time constraints, quizzes may be assigned to different students on different days at random. Quizzes are intended to both reinforce key ideas in the course and reward students for reading required materials and paying attention in class. Quiz material can come from course lectures, text, discussion, or supplemental material.

**Personal Experience Paper:** This assignment is designed to assist students in critically examining and evaluating their own personal experiences with racial awareness, particularly in a sports setting. To that end, the assignment requires students to answer the following questions in narrative form: (a) When did you become aware of race in society? (b) When did you become aware of race within the context of sport? (c) How has your awareness of race within sport and more broadly in society impacted your perceptions of yourself, others, and sport organizations? (d) Do you think American (USA) culture is becoming more or less receptive to diversity, particularly in sports? To be eligible for full credit, the paper should be no fewer than 2 and not more than 3 double-spaced, typed pages and adhere to the APA and paper guidelines listed below. A hard copy of this paper will be due at the beginning of class on (date here). No late or electronic versions of the paper will be accepted. A more detailed rubric will be provided on the course Moodle page.

**Topic Engagement Paper:** Students will have the opportunity to select one of the topics of discussion/readsings to engage with in more depth by drawing on their own personal experiences, and additional research (e.g., relevant articles, books, and news stories). In other words, you will build on what we have already learned about a given topic by introducing additional perspectives and resources. The main focus of this assignment is to contribute to the students’ understanding of the experience of African Americans in sport historically and/or contemporarily. To be eligible for full credit, the paper should be no fewer than 10 and not more than 15 double-spaced, typed pages and adhere to the APA and paper guidelines listed below. Additionally, the paper should contain at least 2 outside sources (e.g., relevant articles, books, and news stories). This project has an open due date beginning (date here). Topic engagement papers will not be accepted for credit in any form after 1:30 PM on (date here). Students may submit the paper either electronically via Moodle/Email or via a hard copy to the instructor. A more detailed rubric will be provided on the course Moodle page.

**Research Presentation:** This assignment is designed to provide students an opportunity to delve deeper into a subject of interest. Students will select a topic or individual meaningful in the context of African Americans and sport, conduct research on the topic beyond what has been
covered in lecture or other course material (e.g., assigned readings) and present the information to the class in a format similar to a professional history conference. This format will require students to read their 3-4-page paper to the class, as well as participate in all paper discussions (NOTE: Students who do not attend and participate all presentations and discussions will be penalized). To avoid overlapping topics, students will be required to select their topic during class on (date here). Additionally, presentation dates will also be assigned during the topic selection class meeting. Students not present on selection day will have their topic and presentation date assigned randomly by the instructor. Presentations should last no more than 7 minutes and not be shorter than 5 minutes in length. A more detailed rubric will be provided on the course Moodle page.

Though students may have personal biases regarding their topics, the presentations should save opinions for the end of the presentation (e.g., the conclusion). Presentations will be evaluated based on content and delivery. Present your ideas effectively by using appropriate terminology, grammar, and sentence construction. Though this is not an English class, being able to competently communicate is essential in every industry. Students must be prepared to present at the time the instructor calls on them. Failure to present on time will result in a forfeiture of points for the assignment up to 100%. The research presentation will consist of students reading their research paper to the class in a format similar to a professional history conference. The reading presentation cannot be any fewer than 4 minutes nor more than 7 minutes in length. The final paper, in proper APA format (see below) must be submitted to the instructor immediately after completing the presentation. In order to satisfy the time requirements, students should prepare a paper not fewer than 3, but no more than 5 pages in length. As part of each student's presentation grade, the instructor may call on students to ask thoughtful questions to the presenter (students may also volunteer thoughtful questions). A more detailed rubric will be provided on Moodle.

All writing must be in APA format which means properly citing sources, avoiding colloquial terms and phrases (e.g. big-time, kids, dad, awesome, sucks), writing out numbers below 10 (e.g. one, nine), writing out abbreviations when first used (with proper annotation), etc. (see APA manual, online resources, or instructor for further guidance). Failure to comply with the aforementioned standards will result in a one percent reduction in the overall grade of the assignment per occurrence. Additionally, writing should be consistent (e.g., if you write USA in one sentence, do not write U.S.A. in another sentence), avoid contractions (e.g. it's, don't), be in 12 point Times New Roman font, be double-spaced throughout (do not include extra spaces between paragraphs—including reference section), use one-inch margins and “No Spacing” format. Failure to comply with formatting requirements may result in up to a 10 percent reduction in the overall grade of the assignment per formatting error. Inconsistencies in writing will result in a one percent reduction in the assignment grade per inconsistency. There is no need to dedicate space on your paper to information such as student name, instructor name, date, name of assignment, course number, etc. because this information should be reserved for the cover page which is not included in the required page length. Reference lists and other supplemental material are also not included in the required page length. Additionally, writing should be cohesive, consistent, and concise (i.e., do not add “fluff” such as “In the eleventh edition of his textbook Sports in Society: Issues and Controversies, Doctor Jay J. Coakley, Professor Emeritus of Sociology at the University of Colorado in Colorado Springs said sports are contested activities. Sports are contested activities because…”). Papers which do not meet the minimum page length will receive credit for the portion of the work completed (i.e., if the minimum
page length is 10 pages, but only eight pages are submitted, students should not expect to receive a grade above 80 percent on the assignment). In the event students do not comply with writing guidelines presented by the instructor (via this syllabus, lecture, etc.), the instructor will adjust the paper accordingly prior to counting the pages. Students should proofread their work. The instructor recommends students proofread their own work and find assistance from a competent source who can accurately proofread the students’ work as well. Points will not be earned for writing errors, especially if the instructor cannot make sense of what the student is attempting to convey.

Exams: There will be two exams in this class. These exams will consist of identification questions, matching, short answer, and may include essays. The exam material may come from the assigned readings, class lectures, class discussions, student presentations, and supplemental materials. Make-up exams will not be given without arrangements being made with sufficient advanced notice prior to the exam or the production of a valid excuse for absence. The make-up exam (if given) may be a different exam and/or a different format.

Grading Scale:

<table>
<thead>
<tr>
<th>POINTS EARNED</th>
<th>LETTER GRADE</th>
<th>LETTER GRADE DEFINITIONS¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
<td>Higher-level distinguished mastery of the course material</td>
</tr>
<tr>
<td>93-96.99</td>
<td>A</td>
<td>Distinguished mastery of the course material</td>
</tr>
<tr>
<td>90-92.99</td>
<td>A-</td>
<td>Lower-level distinguished mastery of the course material</td>
</tr>
<tr>
<td>87-89.99</td>
<td>B+</td>
<td>Higher-level good mastery of the course material</td>
</tr>
<tr>
<td>83-86.99</td>
<td>B</td>
<td>Good mastery of the course material</td>
</tr>
<tr>
<td>80-82.99</td>
<td>B-</td>
<td>Lower-level good mastery of the course material</td>
</tr>
<tr>
<td>77-79.99</td>
<td>C+</td>
<td>Higher-level acceptable mastery of the course material</td>
</tr>
<tr>
<td>73-76.99</td>
<td>C</td>
<td>Acceptable mastery of the course material</td>
</tr>
<tr>
<td>70-72.99</td>
<td>C-</td>
<td>Lower-level acceptable mastery of the course material</td>
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<tr>
<td>67-69.99</td>
<td>D+</td>
<td>Higher-level minimally acceptable achievement</td>
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<td>63-66.66</td>
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<td>60-62.99</td>
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<td>&lt;60</td>
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¹. See LSU guidelines at https://sites01.lsu.edu/wp/registraroffice/academics/plusminus-grades-guidelines/
<table>
<thead>
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<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due/Relevant Notes</th>
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<tr>
<td>Tuesday</td>
<td>8/22/2017</td>
<td>Syllabus/Course Introduction</td>
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<td>8/24/2017</td>
<td>Course Foundation</td>
<td>History and Sport Management; Rhoden (2006) Chapter 1</td>
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<td>8/29/2017</td>
<td>Sports History</td>
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<td>9/5/2017</td>
<td>The Emergent Black Athlete</td>
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<td>9/7/2017</td>
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<td>Rhoden (2006) Chapter 3; Topic Selection Day</td>
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<td>The Jockey Rule</td>
<td>Rhoden (2006) Chapter 4</td>
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<td>9/19/2017</td>
<td>HBCU Sports Culture</td>
<td>Rita Liberti, “We Were Ladies”</td>
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<td>9/21/2017</td>
<td>HBCU Women’s Sports</td>
<td>Maraniss “Chapter 13, 17”</td>
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Sent from my iPhone

Begin forwarded message:

From: Lori L Martin <lorim@lsu.edu>
Date: October 19, 2017 at 6:55:54 AM CDT
To: Rebecca E Caire <rcaire@lsu.edu>, Tira L Fos <tinafos@lsu.edu>
Subject: Re: cross-listed KIN 4800/AAAS 4800

Hi Becky,

Please see the attachments and the email exchanges below. Let me know if the email exchanges are sufficient to demonstrate Kinesiology's support for cross-listing KIN 4800 with AAAS.

Thank you.

Hi Melinda,

We wholeheartedly support cross-listing KIN 4800 with AAAS. Thank you.

Best,

Lori

On Oct 13, 2017, at 4:55 PM, Melinda A Solmon <msolmo1@lsu.edu> wrote:
Hi Lori,

The proposal to crosslist KIN 4800 with AAAS will go to our college meeting Wednesday—Could you please send an e-mail supporting the cross listing from AAAS? (see note below from Amanda, our C & C person).

Thanks,

Melinda

<image001.png>

Melinda A. Solmon, Ph.D., FNAK
Director and Roy Paul Daniels Professor
School of Kinesiology
Louisiana State University
112 Long Field House, Baton Rouge, LA 70803
Office 225-578-2639 | Fax 225-578-3680
msolmo1@lsu.edu | lsu.edu | www.lsu.edu/kinesiology

From: Amanda A Benson
Sent: Friday, October 13, 2017 4:46 PM
To: Melinda A Solmon
Subject: letter of support

Melinda:

The proposal for KIN 4800 just came through on the calendar for the College meeting. Is there any way we could get a letter or email of support from AAAS supporting the cross listing by Wednesday at noon? They are going to want that attached as it moves forward. Thanks in advance.

Amanda

Amanda Benson PhD, ATC
Assistant Program Director Athletic Training
School of Kinesiology
Louisiana State University
112 Huey P Long Field House, Baton Rouge, LA 70803
225-578-3549
Hi Lori-

Wow, this looks like it will be a great course! Just to make sure that I understand what you are requesting, the primary course will be KIN 4800 and the cross-listed course will be AAAS, right?

If that is correct, you will need to complete a Form A in the link here to create a new course:

https://sites01.lsu.edu/wp/registraroffice/faculty-services/faculty-senate-course-curricula-committee/

For the course description, you would simply need to write “See KIN 4800.” The supporting documentation would be Dr. Jacobsen’s letter of support.

If you would like an example of how a cross-listed course reads in the catalog, a great example is AAAS 3341/LING 3341. You can see that AAAS 3341 is the primary course, and LING 3341 is the cross-listed option since it doesn’t have a course description.
If you want this option to appear in the 18-19 General Catalog, we’ll need your proposal by November 1. Tianna in the Dean’s Office will make sure to add the proposals to the CAPPE agenda on November 8.

If I can do anything else to help or if you have any other questions, don’t hesitate to let me know.

Becky

Rebecca Caire, Assistant Dean
College of Humanities & Social Sciences
Louisiana State University
119 Hodges Hall
Baton Rouge, LA 70803
Phone: (225) 578-3141
Fax: (225) 578-6447
rcaire@lsu.edu

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From: Lori L Martin
Sent: Tuesday, October 17, 2017 12:06 PM
To: Rebecca E Caire
Subject: Fwd: cross-listed KIN 4800/AAAS 4800

Hi Beckie,

I hope you are having a great day. We are working with Kinesiology to cross-list a course AAAS. As you know, we have offered AAAS 3902, Sports, Race and Society for a couple of years.

Our goal was to submit documents to get a unique course number when we discovered they have a course in the books. They are very close to approving things in their college.
What do we need to do in HSS? Please see the email exchanges below.

Thank you.

Best,

Lori

Begin forwarded message:

From: Lori L Martin <lorim@lsu.edu>
Date: October 17, 2017 at 11:54:34 AM CDT
To: Dorothy Jacobsen <djacob6@lsu.edu>
Subject: Re: cross-listed KIN 4800/AAAS 4800

Hi Dee,

Please see the attachment. Thank you.

Lori Latrice Martin, PhD

Associate Professor and Director of Graduate Studies

Department of Sociology

Associate Professor and Director of

African & African American Studies Program

Louisiana State University
106B Stubbs Hall, Baton Rouge, LA 70803
Office 225-578-1785

135 Howe Russell Complex, Baton Rouge, LA 70803
Office 225-578-5246

lorim@lsu.edu | lsu.edu
Hi Lori,

I am sorry – I am just looking at this syllabus now. Would you be able to had the graduate requirements to the syllabus. There will need to be an additional evaluation method for the graduate students. Courses & Curricula definitely likes to see a distinction between the undergrad component and the grad component.

Dee

Dee Jacobsen, Ph.D.
Associate Professor of Professional Practice
Sport Administration Undergraduate Coordinator
School of Kinesiology
Louisiana State University
112 HP Long Field House
225-578-3548
djacob6@lsu.edu

Hi Dee,
Please see the attachment. Thank you.

Lori Latrice Martin, PhD
Associate Professor and Director of Graduate Studies
Department of Sociology

Associate Professor and Director of
African & African American Studies Program

Louisiana State University
106B Stubbs Hall, Baton Rouge, LA 70803
office 225-578-1785

135 Howe Russell Complex, Baton Rouge, LA 70803
Office 225-578-5246
lorim@lsu.edu | lsu.edu

From: Dorothy Jacobsen
Sent: Wednesday, October 11, 2017 9:49:04 AM
To: Lori L Martin
Subject: RE: cross-listed KIN 4800/AAAS 4800

Great – would you please add to the syllabus then to reflect the graduate requirement? Then please send me the completed syllabus.

Dee

Dee Jacobsen, Ph.D.
Associate Professor of Professional Practice
Sport Administration Undergraduate Coordinator
Hi Dee,

We are fine with offering the course for graduate credit. Thank you for the update.

Best,

Lori

On Oct 11, 2017, at 10:45 AM, Dorothy Jacobsen <djacob6@lsu.edu> wrote:

Hi Lori,

As discussed with Dr. Solmon in previous emails, the School of Kinesiology approved of the course proposal for KIN 4800 to be cross-listed with AAAS 4800. I have attached the Form C (Request for Changing an Existing Course) and the syllabus. We would be in favor of offering this course for graduate credit and have indicated so on Form C. If you are interested in offering this course for graduate credit, then the syllabus will need to be modified to reflect graduate readings, assignments, etc. If you are not interested in offering this course for graduate credit, then I will need to change Form C to reflect that.
Dr. Solmon has signed Form C and once you decide about the graduate credit option then I will send you the signed copy of Form C.

Please let me know if you have any questions.

Dee

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Dee Jacobsen, Ph.D.
Associate Professor of Professional Practice
Sport Administration Undergraduate Coordinator
School of Kinesiology
Louisiana State University
112 HP Long Field House
225-578-3548
djacob6@lsu.edu

<KIN 4800 Syllabus.docx>
<KIN 4800 cross list.docx>