A. Course Prefix, Number, Title, and Credits

IFS 3XXX Sport: Conscience meets Commerce – 3 credits

B. Prerequisites or Co-requisites – N/A

C. Description/Objectives

Description
The purpose of this course is to draw attention to various ethical issues and moral dilemmas that arise when playing, watching, consuming, and facilitating sport. Athletes, coaches, fans, and sport administrators face ethical issues at all levels of competition (professional, collegiate, Olympic, youth) and throughout the sport industry including sectors such as marketing, apparel, product development, technology, and human resources. The course examines such issues over time alongside historical, social, and cultural contexts that impact the ethical issues. The course provides a foundation of ethical perspectives that relate to sport such as the nature of sport, fundamentals of a game/competition, and the quest for excellence. The course delivers a basic understanding of ethical philosophies such as virtue ethics, consequentialism, and utilitarianism and discusses their applications to sport. Issues such as doping, athlete recruitment, gambling, amateurism, genetic engineering, and violence within and outside the playing field are discussed and analyzed. Students will practice identifying moral dilemmas in sport, consider options, apply different ethical positions to the dilemma, and reflect on potential consequences. Ultimately, the discussions and analysis can lead to more informed ethical decision making among students.

Objectives
By the end of the course, students will:

- Evaluate various ethical positions and apply ethical theories to real life situations. (Ethics - C1)
- Describe the ways in which historical, social, or cultural contexts shape ethical perspectives and sport organizations. (Ethics - C2)
- Analyze the major ethical questions or problems in sport using various intellectual perspectives. (E-Series C1)
- Demonstrate the relevance of ideas or findings from the course as it applies to sport. (E-Series C2)
• Communicate arguments central to the course using clear, coherent prose that utilizes the conventions of standard American English. (E-Series C3)
• Discuss relevant ideas from the course using sources from a variety of text types. (E-Series C4)

D. Required Texts, Readings, and/or other Resources


Students will be required to choose one of the following popular non-fiction sport texts to read in preparation for the book review assignment (see below):


All other readings are posted on the Blackboard course site. Please see Appendix A for a sample reading list.

E. Topical Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module I - Introduction</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simon et al. (2014). <em>Fair Play</em> – Chapter 1 Introduction to Ethics</td>
</tr>
<tr>
<td><strong>2: Ethics: Foundational Principles</strong></td>
<td>Simon et al. (2014). <em>Fair Play</em> – Chapter 2 Major Ethical Theories</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module II – Institutional Ethics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5: Ethics in Collegiate Sport</strong></td>
<td>Simon et al. (2014). <em>Fair Play</em> – Chapter 3 Competition and Ethics</td>
<td></td>
</tr>
<tr>
<td><strong>8: Ethics in Sport Apparel and Equipment</strong></td>
<td>Simon et al. (2014). <em>Fair Play</em> – Chapter 7 Ethics and Sport Marketing</td>
<td></td>
</tr>
<tr>
<td><strong>9: Ethics in Fitness Industry</strong></td>
<td>Simon et al. (2014). <em>Fair Play</em> – Chapter 6 Ethical Responsibilities and the Functions of Sport Managers</td>
<td></td>
</tr>
</tbody>
</table>
Module III – Individual Ethics

10: Ethics in Sport (Social Entrepreneurship)


11: Ethics in Sport (Social Media)


12: Your Personal Ethical Philosophy

Simon et al. (2014). Fair Play – Chapter 8 Personal & Professional Ethics and Social Responsibility

F. Teaching Strategies

The course will be taught via lecture, PowerPoint presentation, and video clip/documentaries.

G. Field/Clinical Activities - N/A

H. Expectations/Attendance

University Attendance Policy

Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Sexual Harassment Policy

Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by the Florida State University, whether by faculty, students, or staff; or by others while on property owned by or under the control of the University.
Course Expectations

Physical attendance during class meeting times and completion of assignments by due date and time is necessary unless a University Excused Absence occurs. Two unexcused absences are permitted. Three or more unexcused absences will result in the deduction of 1 letter grade.

I. Grading/Evaluation

Exams (20%) – There are 2 exams quizzes each exam is worth 10% of the total course grade. Exams are comprised of multiple-choice, True False, Fill-in-the-Blank, or Short Answer questions based on course lectures and readings. Students may not engage in collaborative or group work when taking exams.

Book Review Assignment (40%) – Students will complete two (2) book reviews for the course. Students will select two books from the course reading list to read and review. The review should draw heavily on ethical philosophies as presented within course (from lectures and journal articles) in addition to the student’s personal evaluation of the book. The writing and submission process will include an opportunity for students to review feedback on their drafts, revise, and resubmit. A detailed rubric for this assignment can be found in the Appendix of the syllabus. Students may not engage in collaborative or group for this assignment. (total writing expectations: 1500 words each review)

Your Personal Ethical Philosophy Portfolio (20%) – Each student will use the social media outlet, Pinterest to create 3 Pinterest Boards that embody your own ethical philosophy. Each Board should include pins of items such as quotes, pictures, news articles (that you agree with or disagree with), websites, blogs, and organizations. Each boards should have a different title/theme (title/theme should be clever and creative). At least 10 pins should have some relation to sport; this can be 1 board or mixed among all boards. Some pins (2-3 per board) should connect directly to course material, concepts and philosophies, readings. Each board should have a minimum of 10 pins. Each pin should have 1 sentence (min) description which describes why you selected it to describe your own ethical philosophy. On various days throughout the semester selected students will provide an oral explanation of their philosophy. A detailed rubric for this assignment can be found in the Appendix of the syllabus. Students may not engage in collaborative or group for this assignment.

Ethics Public Service Announcement Project (20%) – In pairs of 2, create a multi-media Public Service Announcement (PSA) addressing an Ethical Issue in Sport. The PSA should be 30 sec – 1 min in length. It should deliver a clear message to an identified audience. It should include audio (music and/or voice), text, and images (pictures and/or video). Students will research and select the technological software and hardware to create the PSA. A detailed rubric for this assignment can be found in the Appendix of the syllabus. This is a collaborative project.

Grading Scale*

A = 93-100%
A- = 90-92.9%
B+ = 87-89.9%
B = 83-86.9%
B- = 80-82.9%
C+ = 77-79.9%
C = 73-76.9%
C- = 70-72%
D+ = 67-69.9%
D = 63-66.9%
D- = 60-62.9%
F = below 60%

*Absolutely no rounding up to the nearest percentage

Minimum Grade Statement

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a “C -” or higher in the course, and earn at least a “C -” average on the required writing assignments. If the student does not earn a “C -” average or better on the required writing assignments, the student will not earn an overall grade of “C -” or better in the course, no matter how well the student performs in the remaining portion of the course.

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options - see http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

J. Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University.” Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy.

Please be aware that using social media to collaborate on and share course exams or assignments with other students that are not identified by the course instructor as group work is a violation of the FSU Academic Honor Policy.

K. Americans with Disabilities Act

Americans With Disabilities Act:
Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student
until appropriate verification from the Student Disability Resource Center has been provided.
This syllabus and other class materials are available in alternative format upon request.
For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

L.  Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading)
statement, this syllabus is a guide for the course and is subject to change with advance notice.

M. Liberal Studies for the 21st Century

The Liberal Studies for the 21st Century Program at Florida State University builds an
educational foundation that will enable FSU graduates to thrive intellectually and materially and
to engage critically and effectively in their communities. In this way your Liberal Studies
courses provide a comprehensive intellectual foundation and transformative educational
experience. This course has been approved as meeting the Liberal Studies requirements for
the E-Series and thus is designed to help you become a competent analytical and flexible
thinker and a lifelong learner. In addition, this course has been approved as meeting the
Liberal Studies requirements for Ethics and thus is designed to help you become an ethically
engaged citizen and a logical thinker.
Appendix A

Sample Reading List

Intro/Foundations of Sport Ethics

Professional Sport

Social Entrepreneurship

High School Sport

Youth Sport

Media

Sporting Identities

Genetic Engineering
Appendix B

Rubric - Book Review – 2 @ 20% ea

Students will demonstrate the ability to:
• Describe the ways in which historical, social, or cultural contexts shape ethical perspectives and sport organizations. (Ethics C2)
• Communicate arguments central to the course using clear, coherent prose that utilizes the conventions of standard American English. (E-Series C3)

The grade for the book review will be based on the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Incorporates ethical concepts discussed in course into analysis (Ethics C2)</td>
<td>0-4</td>
</tr>
<tr>
<td>• Demonstrates understanding of the ethical concepts and philosophies as they apply to sport (Ethics C2)</td>
<td>0-4</td>
</tr>
<tr>
<td>• Contains a clear intro, body, conclusion, and thesis (E-Series C3)</td>
<td>0-4</td>
</tr>
<tr>
<td>• Sentence structure and paragraph transitions are smooth (E-Series C3)</td>
<td>0-4</td>
</tr>
<tr>
<td>• Grammar and spelling mistakes are few if any (E-Series C3)</td>
<td>0-4</td>
</tr>
</tbody>
</table>
Rubric - Your Personal Ethical Philosophy Portfolio – 20%

Students will demonstrate the ability to:

- Analyze the major ethical questions or problems in sport using various intellectual perspectives. (E-Series C1)
- Discuss relevant ideas from the course using sources from a variety of text types. (E-Series C4)

The grade for the ethical portfolio assignment will be based on the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzes texts utilizing ethical concepts and ideas discussed in class</td>
<td>0-5</td>
</tr>
<tr>
<td>Creates a coherent narrative of ethical concepts</td>
<td>0-5</td>
</tr>
<tr>
<td>Compiles a portfolio containing an array of artifacts online</td>
<td>0-5</td>
</tr>
<tr>
<td>Artifacts contain clear and succinct captions that support a general message</td>
<td>0-5</td>
</tr>
</tbody>
</table>
Rubric - Public Service Announcement – 20%

Students will demonstrate the ability to:

- Demonstrate the relevance of ideas or findings from the course as it applies to sport. (E-Series C2)
- Evaluate various ethical positions and apply ethical theories to real life situations. (Ethics C1)

The grade for the public service announcement will be based on the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSA contains a clear message</td>
<td>0-5</td>
</tr>
<tr>
<td>PSA is multi-media in nature (incorporates more than one of the following – images, text, audio, video, digital media)</td>
<td>0-5</td>
</tr>
<tr>
<td>Demonstrates the relevance of ideas or findings from the course as it applies to sport (E-Series C2)</td>
<td>0-5</td>
</tr>
<tr>
<td>Communicates how ethical positions exist in real life situations (Ethics C1)</td>
<td>0-5</td>
</tr>
</tbody>
</table>
Rubric — Written Assignments

An “A” paper:

- Includes an easily identifiable, sophisticated, insightful and clear thesis.
- Contains an excellent structure and organizational framework that is easy to understand and appropriate for the thesis. This includes smooth transitions and clearly stated paragraphs that flow together in a coherent manner.
- Uses examples and quotes from the primary source(s) in a clear and relevant manner to support the thesis.
- Uses excellent sentence structure, grammar, and diction. Spelling and punctuation errors must be minimal to non-existent.

A “B” paper:

- Includes a thesis statement.
- Contains a structure and organizational framework that is identifiable, and attempts to make transitions smoothly. Paragraphs must flow together in a coherent manner.
- Uses examples and quotes from the primary source(s) to support the thesis.
- Uses good sentence structure, grammar, and diction. There may be some spelling and punctuation errors, but they cannot detract from the reader’s ability to understand the content.

A “C” paper:

- Attempts to articulate a statement of purpose for the paper.
- Contains elements of structure and organization.
- Uses examples and quotes from the primary source(s), but not always in a way that clearly supports the thesis.
- Contains numerous structural, grammatical and stylistic errors.

A “D” paper:

- Fails to include a thesis or statement of purpose for the paper.
- Lacks structure and organization.
- Uses inappropriate and irrelevant examples and quotes.
- Contains an unusually large number of structural, grammatical and stylistic errors.

An “F” paper:

- Is not turned in to the instructor.
- Fails to meet the standards indicated for a “D” paper.