

# ENGL 110x—07 and 08: LC Critical Reading & Writing—Sport & American Culture

Fall 2019

English Department  
St. John Fisher College

Dr. Scott O’Neil

Office: Kearney 321

Office Hours: Monday and Wednesday 4:00pm to 5:00pm

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**Class Information:** MWF 12:20-1:15 (Sec. 07) and 1:25-2:20 (Sec. 08), Basil 210

## **Required Texts:**

-*Sport, Power, and Society: Institutions and Practices, A Reader*, edited by Robert E. Washington and David Karen (2010).

## **Course Description:**

In your Learning Community courses, you will focus primarily on the content (in this case, sports management) from your class with Dr. Burakowski. In the writing part of your LC, with Dr. O’Neil, you will take many of those content ideas and approach them with research questions in order to learn the basics of academic writing. In order to do that, we will be engaging with sports management topics and exploring them in terms of popular culture, academic debate, and as a basis for making strong, carefully-crafted pieces of argumentative writing. By the end of the semester, you will be able to analyze issues from a wide variety of societal perspectives and have the tools to construct a full-process academic research paper.

## **Course Goals:**

Upon completion of this course it is expected that students will:

- 1) be able to identify potential audiences and develop strategies for selected target audiences.
- 2) develop a clear, argumentative thesis, and differentiate that thesis from the ideas of your sources.
- 3) construct and enter into an academic conversation, filling a stated gap in that conversation.
- 4) demonstrate the ability to properly, *and manually*, cite your sources in an array of citation styles.
- 5) effectively revise for both content and mechanics, demonstrating an awareness for where in the writing process each kind of revision should occur.

## **Assignments/Grading:**

Participation	50 points
Rough Draft of Paper 1	25 points
Final Draft of Paper 1	100 points
Rough Draft of Paper 2	25 points
Final Draft of Paper 2	100 points

Rough Draft of Paper 3	25 points
Final Draft of Paper 3	100 points
Rough Draft of Paper 4	25 points
Final Draft of Paper 4	100 points
<u>E-Portfolio and Writing Reflection</u>	<u>50 points</u>

**TOTAL      600 points**

**Grading Scale:**

93%-100%	A	80%-82%	B-	67%-69%	D+
90%-92%	A-	77%-79%	C+	63%-66%	D
87%-89%	B+	73%-76%	C	60%-62%	D-
83%-86%	B	70%-72%	C-	59% and below	F

- A -- Achievement that is outstanding relative to the level necessary to meet course requirements.
- B -- Achievement that is significantly above the level necessary to meet course requirements.
- C -- Achievement that meets the course requirements in every respect.
- D -- Achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F -- Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed.

**SJFC ADA Policy:**

In compliance with St. John Fisher College policy and applicable laws, appropriate academic accommodations are available to students with disabilities. All requests for accommodations must be supported by appropriate documentation/diagnosis and determined reasonable by St. John Fisher College. Students with documented disabilities (physical, learning, psychological) who may need academic accommodations are advised to refer to the Student Accessibility Services Website (<https://www.sjfc.edu/student-life/student-accessibility-services/>). Questions should be directed to the Coordinator of Accessibility Services in the Accessibility Services Office and Test Center, Kearney 300 (585.385.5252). Late notification will delay requested accommodations.

**Statement on Academic Integrity:**

All students, regardless of level or school, are responsible for following the St. John Fisher College Academic Integrity Policy in addition to any other individual school's or program's academic expectations and/or professional standards. Every student is expected to demonstrate academic integrity in all academic pursuits at all times. If a student suspects that another student has violated the Academic Integrity Policy, he or she should contact the instructor for that course and provide support for that suspicion. Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy. All students are expected to be familiar with the details of the Academic Integrity Policy (available via <https://www.sjfc.edu/policies/academic-integrity/>).

## Policies

### *Contacting Your Instructor*

I will be delighted to discuss your suggestions, ideas, and concerns about this course with you. You should feel free to drop by during my office hours. If those times are inconvenient, please e-mail me. I'm happy to make other arrangements. Please e-mail me in advance if you need to cancel an appointment.

The best way to contact me is via e-mail. **I will respond to all e-mails within 24 hours**, and I request that you show me the same courtesy. However, I am not permanently attached to my computer (and I have a flip phone. Seriously). **I do not generally check my e-mail between 10 PM and 10 AM.**<sup>1</sup> Please plan your electronic communications accordingly.

### *Written Work*

All writing assignments should be typed and double spaced with one-inch margins. Please use 12-point Times New Roman font. Please include your last name in the file name. All writing will be handed in electronically via email; **All assignments must be in .doc or .docx format, or I will not be able to open them.**

## Course Schedule

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- 9/4 **W:** Welcome and course overview; How LC leads into 199. Keys to success in college.
- 9/6 **F:** Close Reading overview; *Avatar* example (evidence and presentation). Analyzing advertisements (deep analysis vs. evaluation of raw data).
- 9/9 **M:** Forming an argument from a close reading/analysis; *Friends*, *M\*A\*S\*H*, “A Birthday Party,” and analyzing advertisements.
- 9/11 **W:** Choosing a primary text based on a research question; leading with the question vs. leading with the text. Women’s National Soccer team and issues of equal pay.
- 9/13 **F:** Introducing paper one and workshopping the concept.
- 9/16 **M:** **First draft of paper 1 is due**—please bring in 3 printed copies. Peer Review Strategies—Cutting a scene. Woodshed metaphor.
- 9/18 **W:** **Sports and Money:** Please read the Introduction (“Sport as a Model of Meritocracy”), the Part I introduction (“Raiding the Public Treasury”), and Chapter 1 (“Public Dollars, Private Stadiums, and Democracy” by Kevin J. Delaney and Rick Eckstein) in the Washington/Karen course text.

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<sup>1</sup> This is a lie, but you shouldn't really expect a response that late at night. ☺

- 9/20 **F: Sports and Money:** Topic—Major League vs. Minor League—money and expectations. Please watch “Dancin’ Homer” (on our course page of my professional website—link on Blackboard) and the *Cheers* episode “Take Me Out of the Ball Game” (Season 10, Episode 21—on Netflix).
- 9/23 **M: Sports and Money:** Please read Chapter 2 (“May the Best Team Win: Making Baseball Competitive” by Andrew Zimbalist) in the Washington/Karen course text.
- 9/25 **W: Sports and Money:** Watch *Major League* (Lavery has the DVD in the Main Level Leisure Videos—I recommend organizing a watch party with several people).
- 9/27 **F: Sports and Money:** Please read Chapter 3 (“Rooting the Home Team: Why the Packers Won’t Leave—And Why the Browns Did” by David Morris and Daniel Kraker) in the Washington/Karen course text.  
***Final Draft of Paper 1 Due***
- 9/30 **M: Sports and Money:** Please watch *61\** (on our course page of my professional website—link on Blackboard).
- 10/2 **W: Sports and Money:** Please read Chapter 4 (“America’s Fastest Growing Sport” by Brian O’Keefe and Julie Schlosser) in the Washington/Karen course text.
- 10/4 **F: Sports and Money:** Please read Chapter 5 (“Building a Mini Metropolis Known as the U. S. Open” by Bill Pennington) in the Washington/Karen course text.
- 10/7 **M: Sports and Money:** Discussion of Part 1 of Washington/Karen as a whole—what’s missing? Where else could it have expanded?
- 10/9 **W: First draft of paper 2 is due**—please bring in 3 printed copies. Peer Review Strategies—Using evidence effectively. Say “happy birthday” to your professor.
- 10/11 **F: No class—Recess day. Dibs on the swings.**
- 10/14 **M: Sports and Schools:** Please read Chapter 14 (“High School Football: Deep in the Heart of South Tejas” by Douglas Foley) in the Washington/Karen course text.
- 10/16 **W: Sports and Schools:** Please watch *Varsity Blues* (on our course page of my professional website—link on Blackboard. DVD is also available in the Lavery Main Level Leisure Videos).
- 10/18 **F: No class—I will be away at a conference.**
- 10/21 **M: Sports and Schools:** Please read Chapter 13 (“Race, Cultural Capital, and the Educational Effects of Participation in Sports” by Tamela McNulty Eitle and David Eitle) in the Washington/Karen course text.
- 10/23 **W: Sports and Schools:** Please watch *Amateur* (on Netflix).

- 10/25 **F: Sports and Schools:** Please read Chapter 11 (“Who’s Playing College Sports? Trends in Participation” by John Cheslock) in the Washington/Karen course text.  
***Final Draft of Paper 2 Due***
- 10/28 **M: Sports and Schools:** Please watch *A League of Their Own* (available at Lavery Main Level Leisure Videos).
- 10/30 **W: Sports and Schools:** Please read Chapter 12 (“The Game of Life: Taking Stock” by James L. Shulman and William G. Bowen) in the Washington/Karen course text.
- 11/1 **F: Sports and Schools:** Identify primary sources that could be relevant to the Shulman/Bowen chapter, and be prepared to discuss them in class.
- 11/4 **M: First draft of paper 3 is due**—please bring in 3 printed copies. Peer Review Strategies—Using Quotations effectively and Differentiation.
- 11/6 **W: Sports and Physical/Emotional Health:** Please read Chapter 24 (“Supporters, Followers, Fans, and Flaneurs: A Taxonomy of Spectator Identities in Football” by Richard Giulianotti) in the Washington/Karen course text.
- 11/8 **F: Sports and Physical/Emotional Health:** Please watch *Celtic Pride* (available at Lavery Main Level Leisure Videos).
- 11/11 **M: Sports and Physical/Emotional Health:** Please read Chapter 27 (“Making Sense of Muscle” by Molly George) in the Washington/Karen course text.
- 11/13 **W: Sports and Physical/Emotional Health:** Please read Chapter 33 (“On-Field Player Violence” by Randall Collins) in the Washington/Karen course text.
- 11/15 **F: In-Class Writing Workshop**  
***Final Draft of Paper 3 Due***
- 11/18 **M:** Analysis/evaluation of Washington/Karen course text.
- 11/20 **W: Individual conferences**
- 11/22 **F: Individual conferences**
- 11/25 **M: First draft of paper 4 is due**—please bring in 3 printed copies. Peer Review Strategies—Effectively targeting an audience (Aunt Betty vs. Kids React).
- 11/27 **W: No Class. Thanksgiving Break**
- 11/29 **F: No Class. Thanksgiving Break**
- 12/2 **M: Paper four workshop time/editor’s meetings.**

12/4 **W:** Paper four workshop time/editor's meetings.

12/6 **F:** Portfolio Workshop.