

EDLR 3547 W Introduction to Sport Based Youth Development

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Office Hours: By appointment

Class Meets: T/Th 11:00-12:15 pm as scheduled, in Gentry Building Room 225

Course Goals for Growth:

- 1.) Relationships
- 2.) Power of Sport
- 3.) Academic Rigor: Service Learning
- 4.) SBYD: Knowledge, Application, and Integration
- 5.) Grow Awareness: Self, Social, and Societal

Writing Component: The W component of this course will focus on the process of grounding, extending, deepening, and enabling the learning of course material through writing and revising. The goal of the W requirement is to lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop throughout their academic careers and beyond. **The W requirement is not primarily about the number of pages written, but instead about the revision process.** The W requirement in this course will be accomplished as follows:

Students will be required to:

- a. produce a minimum of 15 total pages of revised written assignments (this will occur in the form of reflections).
- b. pass the writing component in order to pass the course, as in keeping with the University policy.

Writing assignments will be evaluated by the professor. Evaluation will focus on conceptual clarity and development of ideas, edits for expression, and proofreading for grammatical and mechanical mistakes.

Writing Directions

1. Each assignment should maintain the following typed format:
 - i. All margins set at 1 inch and Left justify
 - ii. 12 - Times New Roman font, double spaced
 - iii. Full and detailed acknowledgment (i.e., citation and bibliographic reference) must be provided if contributions are drawn from literature in preparation of deliverables or assignments. Your written work must properly cite and reference original work where appropriate or required. Citation and referencing must conform to the style specified in the *Publication Manual of the American Psychological Association* (6th ed.) – both in the body of your paper and its attached reference section.
2. See the exact directions for each assignment located on the syllabus.
3. Always submit the 1st draft and revised rubrics with each final draft. The student should retain a copy of work that is submitted, and should retain graded assignments when they are returned. Students must be able to produce a copy of all work if so requested.

Please use track changes for revised versions.

4. Additional assistance is available at the UCONN Writing Center
<http://www.writingcenter.uconn.edu/>

Course Requirements:

Each student will write **5 reflection papers of 3 pages**. First, ongoing reactions to required readings, movies, and class discussions, and more importantly student thoughts about what is being learned in the course will be included in reflection papers. See rubric for more details on expectations and grading breakdown for reflections papers. These papers are private exchanges between the instructor(s) and student and are treated that way. **These papers should be emailed as an attachment through Husky CT to both instructors by midnight of the due date.** Assignments will be penalized 1/2 letter grade for each day late. **Reflective papers will account for 30% of the final grade.**

For the W component of the course, reflections will be returned for review and revision by the student. Second drafts will be due one week from the time the first draft is returned to the student.

The **class participation grade** will be based on in-class discussion and **account for 20% of the final grade.**

Participation in **community service** (engagement in Hartford) is expected. Students will spend a minimum of 40 hours working outside the classroom throughout the semester. In order to receive credit for your hours, you must turn in a completed service form with a signature of the site supervisor within 1 week of service date. Hours must be completed before the end of finals week. *Please note that you can earn additional hours by recruiting others to come with you as guests. For every four hours of their time, you earn an additional hour of community service time.* **Community service will account for 20% of the final grade.**

Students will work in small groups (2-4 per students per group) to plan and implement TWO physical activity and nutrition education sessions. Sessions will be selected from a menu of options that will be shared during the third week of the semester and should be chosen based on a match with your availability, interests, and commitment to plan and coordinate the logistics of the session. The sessions will occur during the fall 2014 semester and will be aligned with official Husky Sport programming and partnerships already in operation. Students will be expected to coordinate plans and implementation of programming alongside Husky Sport staff and volunteers, as well as Hartford students and staff. The group is responsible for all details of the planning and execution of the event. Students will be asked to complete written peer evaluations as well as be evaluated by the Husky Sport Program Leaders at each school. **These sessions account for 30% of the course grade.**

Overview of Assignments and Weight

Reflection Papers	30%
Class Participation	20%
Community Service	20%
Events	30%
Total	100%

Grading Scale

A= 100-92	A-=91.9-90		
B+=89.9-88	B=87.9-82	B-=81.9-80	
C+=79.9-78	C=77.9-72	C-=71.9-70	
D+=69.9-68	D=67.9-62	D-=61.9-60	F=59.9 and below

Other Important Information: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Please see the UCONN student code at http://www.dosa.uconn.edu/student_code.cfm?sm=yes&from=im&fn=Judicial.Affairs#appenda

Students with Disabilities

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at [\(860\) 486-2020](tel:8604862020) or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu. For more information, contact: Kim McKeown at kimberly.mckeown@uconn.edu

Course Texts: Readings will be provided via Husky CT and/or email.

Reflection 1:

The purpose of this assignment is for you to exercise your ability to use contextual and social forces as dominant narratives in proving an outcome. What are the key factors that have helped you to get to where you are now in life? Be sure to address the role of sport, influential others, and social realities.

Reflection 2:

“If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together”. - Lilla Watson

The above quote hangs in the Catholic Worker House (i.e. The Green House). First, reflect on this quote: what does Watson mean? Next, connect Watson’s quote to the Poppendieck reading. What common beliefs do these two women share in regard to service? Now, using your own experiences with service, discuss the potential for promise and harm you perceive from acts of service.

Reflection 3:

Bill Gates, in his commencement address at Harvard in 2007, shared his thoughts on the world’s inequities:

If you believe that every life has equal value, it’s revolting to hear that some lives are worth saving and others are not . . .the answer is simple, and harsh. The market did not reward saving the lives of these children, and governments did not subsidize it. So children died because their mothers and fathers had no power in the market and no voice in the system. But you and I have both . . .

Our surroundings, both physical and cultural, shape who we are, what we do, and what we believe. We recognize and have discussed what we have access to compared to the children in Hartford and how that impacts our daily lives—our power and voice, as Gates refers. For this reflection you are to discuss these topics, as well as an example of something you have been denied in your life and how that has shaped you.

Reflection 4:

In his book, Soul of a Citizen, Paul Loeb speaks about the "ripples of hope" that we send when we take a stand or reach out to others (p. 107). Tell us what "ripples of hope" you have sent and what "ripples of hope" you have seen in your experiences in Hartford.

From Loeb:

The risks we take make a difference. As Robert Kennedy said “Each time a person stands for an ideal, or acts to improve the lot of others, or strikes out against injustice, he or she sends forth a tiny ripple of hope. And crossing each other from a million different centers, of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance.”

Reflection 5:

In this reflection, you will engage in dialogue with an author. In a letter to one of the authors we've read this semester, describe one of your identities, targeted or dominant (racial, ethnic, gender, class, religion, sexuality). Using the author's claims, as well as those of others we have read, share with the author how this identity has influenced your life, schooling, and forms of capital (social, cultural, financial). How does it shape your experiences in Hartford?

Date	Class/No Class	Reading Assignment	Reflection	Discussion Topic
08/26	Class	N/A		Relationships / Power of Sport
08/28	Class	Review Syllabus		Syllabus and Class Culture
09/02	Class	Perkins & Noam, pp. 75-84;		Reading / % of Credit
09/04	Class w/ 1160	Berlin, et al., 85-106		Panel and Transpo
09/09	Class	Watch Street Stops Here		Group Projects
09/11	Class	Lareau, pp. 1-13; 38-65		Movie / Unequal Childhoods
09/16	Class	Watch Unnatural Causes		Group Projects
09/18	Class	Gladwell, Ch 1, 2, 4, 5	Reflection 1	Movie / Outliers
09/23	Class	Bruening, et. al., pp. 1-21		Power of Sport (as Hook)
09/25	Class w/ 1160	N/A		SBYD Tool Box
09/30	Class	Poppendieck pp.210-255		Guest Speaker: Service
10/02	Class	Invisible Knapsack	Reflection 2	Knapsack / Group Projects
10/07	Class	N/A		Hartford Service / Check-In
10/09	Class w/ 1160	Privilege/SAWCLAMPE		Activity
10/14	No Class	N/A		N/A
10/16	No Class	N/A	Midterm Eval	N/A
10/21	Class	Indian Father's Plea		Reading / Group Projects
10/23	Class	Tough pp. 1-52	Reflection 3	Harlem Children's Zone
10/28	Class	Bad Signs		Reading/SBYD Grad Activity
10/30	Class	The Lottery		Educational Opportunities
11/04	Class	Downs, pp.1-24		Reading / Group Projects
11/06	Class	Davis, Jenkins, Hunt, pp. 5-58	Reflection 4	Pact
11/11	Class	Diane Ravitch clip/Hartford		Hartford Service / Check-In
11/13	Class w/ 1160	Ladson-Billings, pp. 17-32, 33-58		Dreamkeepers
11/18	Class	N/A		Reflection 5 / Group Projects
11/20	No Class	N/A	Reflection 5	N/A
12/02	Class	Bruening, et. al., pp. 87-101		SBYD: Outcomes for youth
12/04	Class	Bruening, et. al., pp. 31-48 Blackwell, et. al., pp. 249-257		SBYD: Outcomes for college students. Leading for equity
Finals	No Class	N/A	Final Eval	N/A