

HONR 300S -TO – 1W
Honors Seminar, Fall 2021
Take Me Out to the Ballgame: The Narrative of Sport
4 Credits

Welcome Statement

Welcome to Honors Seminar! I'm excited to get to know you and to learn with you. We all bring a set of experiences to this class that will inform our collective learning. Your **presence**, your voice, and your experience are valuable and essential. Let's get started!

Course Time:	T, Th 1:00 - 2:15 PM
Course Dates:	August 30-December 10, 2021
Course Meeting:	Blair 115

Erin Hill	Office: Blair 203
937.327.6420 (office)	Office Hours:
hille3@wittenberg.edu	M&W 11:00AM-1:30 PM
	and by appointment

Course Description

This course will examine the rhetoric and collective storytelling of sport – amateur, collegiate, and professional – on a global and local scale. Students will consider the personal, social, economic, historical, and political ramifications of these sport narratives. Course readings will come from a wide variety of genres, including nonfiction, fiction, and journalism. Attention will also be given to multimedia narratives including visual art, photography, documentary film, and podcasts. Writing Intensive.

Prerequisites: Admission to the university honors program.

Essential Questions

1. Who are platformed as the dominant storytellers about sports? How and why?
2. To what degree are athletes positioned and empowered to tell their own stories?
3. Where do overlaps exist between storytelling, activism, and social justice for athletes and fan communities?
4. To what degree do media sport narratives foster fanhood as a local, regional, and/or national social institution?
5. What effect(s) does that collective fanhood have on its communities?
6. Who/what has been historically excluded from sports narratives and why?
- 7.
- 8.
- 9.
- 10.

Course Outcomes

HONR 300S participants will be able to:

1. Identify and articulate the **historical context, development, and evolution** of sports writing in America.
2. Identify and articulate the **contributions of sports writers and athletes** to local, regional, and national **communities and social institutions**, both formal and informal.
3. Identify and analyze the **contributions of sports writers and athletes to social activism and social justice movements**.
4. Identify and analyze the **rhetorical effect of sports narratives**, both print and non-print.
5. Use technology to research, present, and lead conversations about **historical and current social, political, and economic contexts** of sports and sports writing.
6. Write for a variety of purposes using professional vocabulary and writing mechanics with minimal errors.

Required Course Materials

The Best American Sports Writing 2020. Jackie MacMullan ed. Best American Paper.

Davidson, K.A. and Luther, J. (2020). *Loving Sports When They Don't Love You Back:*

Dilemmas of the Modern Fan. University of Texas Press, Austin.

Additional Course Materials will be posted to Moodle.

Methods of Instruction

This course will be practice-based and team-oriented. Full class discussion, student-led conversations, written work, reflection sessions, and an ongoing scaffolded independent research project will provide opportunity to demonstrate learning and thinking throughout the semester.

Grading Scale

The following grading scale will be used to compute the final course grade:

99-100	A+	88-89	B+	78-79	C+	68-69	D+
93-98	A	83-87	B	73-77	C	63-67	D
90-92	A-	80-82	B-	70-72	C-	60-62	D- 59 ↓ F

All grades will be entered on Moodle; please monitor your progress and let me know if you have questions or concerns. I do not discuss specific grade issues during class time, but I am happy to talk with you during my office hours or at another time that is convenient; email me to make an appointment.

Course Assignments*

Assessment	Point Total	Percentage of Final Grade	Course Outcomes
Intro Letter	10	~1.6%	2,6
Interview Series (3 + Reflection)	25 pts each, 100 total	~4.0%/ ~16.1%	2,5,6
Resource Review	10	~1.6%	1-6
Discussion Preparation	5 pts each, 75 total	~1.0%/ ~12.1%	1-3, 5
Discussion Contribution	10 pts each, 150 total	~1.6%/ ~24.0%	1-4
Sports Narrative Analyses (3)	25 pts each 75 total	~4.0%/ ~12.1%	1-5
Creative Piece (Journalistic or Narrative)	25 pts	~4.0%	
Independent Research Project (Scaffolded):	150 pts total	~24.0%	1-5
+Research Project Proposal	10 points	~1.6%	5
+Research Project Written Draft for Peer Review	20 points	~3.2%	1-5
+Research Project Conversation	20 points	~3.2%	1-4
+Research Project Annotated References	20 points	~3.2%	5
+Research Project Written Final Paper	50 points	~8.1%	1-5
+Research Project Process Reflection	10 points	~1.6%	5
Exit Letter	25		
Total	620 points	100%	

*This will likely be another unpredictable semester. Let's approach it with curiosity, grace, and flexibility. Stay present, and we'll figure it out together. If/when the above list of assignments needs modification, I will let you know as soon as possible.

Attendance, Participation, Punctuality, and Presence

Our time is short (even shorter than normal, now!) and our work is important, as is your perspective and participation. **Unless the university has required your isolation/quarantine or you have documented accommodations from Student Accessibility Services, in-person attendance is expected.** Attendance will be documented for every class session.

Missing class or attending virtually **without letting me know ahead of time** will be considered an unexcused absence.

Participation and Professionalism: I look forward to your participation in class. "Professionalism" includes being prepared for class by reading the assigned material in order to fully participate in discussions, group work, and peer interactions. I trust interactions will be respectful, we will be open-minded to other points of view, and when we disagree, we will do so in civil, mature ways. Should we need to move to online discussions and chats, please be especially thoughtful about how written words might be interpreted without facial expressions, gestures, and other non-verbal cues.

Punctuality is a professional responsibility expected and required of all professionals. Ultimately, punctuality is a gesture of respect to the peers and colleagues you work with. It is acknowledging that others' time is as important as yours. It's being fully **present** and paying attention as a form of respect and generosity.

Presence also extends to considerate use of our devices. If life circumstances dictate that you must be available for text messages or to take a call, please step out to respond.

UPDATED Communication Policy

I encourage you to stop by my office or email when you have questions about class, assignments, what it's like to teach in the Bronx (awesome), or about the meaning of life (to be determined). Please use your university email account for our correspondence. My email work hours are generally 6:30 AM – 4:30 PM (M-F), and I will do my very best to respond to your message within 24 hours on business days. Emails should begin with a professional greeting and end with a professional closing; thanks for your attention to this professional habit!

Writing Assignments

Unless otherwise stated, written assignments should be typed (Times New Roman, 10-12 pt. font, double spaced, in MLA format) and submitted via Word doc to Moodle or VIA. Displaying a willingness to revise work as needed, collaborate in peer evaluations, and/or visit the Writing Center beyond what is required are recommended.

Late Assignments

Life happens; just keep me in the loop. **Communicate with me before you need an extension** and there will be no grade penalty. Without prior communication, assignments turned in after the established due date/time will receive a 10% grade deduction per day (100 point assignment would be reduced by 10 points per day; 70 point assignment would be reduced by 7 points per day, and so on).

Academic Integrity

The Honor Code applies to this class. You are expected to do your own, original work. This includes refraining from self-plagiarism (submitting your own recycled work from any previous class, inside or outside the education department, at Witt or any other educational institution). If confirmed by the instructor, academic dishonesty in connection with any course assignment will result in a failing grade for that assignment; and, in conjunction with department and honor council deliberation, failure for the course.

Student/Academic Services

Your learning in this course is important to me. Wittenberg University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, learning, chronic health, physical, hearing, vision and neurological, or temporary medical conditions, etc.), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you must register with the Accessibility Services office by emailing accessibilityservices@wittenberg.edu. You can also find information on the Accessibility Services webpage found at www.wittenberg.edu/success. Please note that services are confidential, may take time to put into place, and are not retroactive. The Accessibility Services Office is located in the COMPASS: Sweet Success Center, Thomas Library, on the first floor.

UPDATED Campus Cupboard & Clothing Closet Information

The education department clothing room on campus merged this summer with the Campus Cupboard. Both the food pantry and clothing room now share the same location, 721 N. Fountain Ave. The Campus Cupboard now also distributes clothes and accessories along with food and hygiene products. All items will still be free to students. Food and hygiene products (but not clothes) will still be offered at the Little Cupboard located at Weaver Chapel.

Food and hygiene donations will continue as normal, but there will be special collections for clothes. Food and hygiene products may be dropped off at the Weaver Chapel offices, Monday through Friday

from 9am-5pm. Please do not place any items directly into the cupboard. A list of currently needed items is maintained on Facebook @wittcampuscupboard.

Social Justice Statement

I am committed to social justice and I fully concur with the Education Department's commitment to promoting equitable and fair learning opportunities for all. We want to promote a positive learning environment based upon open communication and mutual respect. Any suggestions about how to further develop such an environment will be appreciated.

Title IX Statement

Wittenberg University policies prohibit discrimination on the basis of race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, genetic information, disability and protected veteran status. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

If you experience discrimination, you are encouraged (but not required) to report the incident to a Title IX Coordinator, Dean of Students or Director of Human Resources. Learn more about your rights and options at <https://www.wittenberg.edu/student-life/student-development/title-ix-campus-notification>. You also may make an anonymous report online.

<https://www.wittenberg.edu/student-life/student-development/reporting-incidents-campus>

The Title IX Coordinator will seek to protect the privacy and confidentiality of the individuals involved in any report of alleged sexual misconduct or relationship violence to the extent possible and allowed by law. The Title IX Coordinator cannot guarantee confidentiality, however, and must evaluate any request for confidentiality in the context of the University's responsibility to provide a safe and nondiscriminatory environment. The following resources and support services offer confidential support:

Counseling Center: 937-327-7811

Health Center: 937-327-7811

Counseling Center: <https://www.wittenberg.edu/academics/studentsuccess>

If you or someone you know is having thoughts of self-harm or need to speak with someone immediately please call 1-800-756-3124 or 1-800-273-8255 (TALK) Available 24/7.

Health & Wellness Information and Resources:

<https://www.wittenberg.edu/administration/healthwellness/health-information-resources>

Diversity & Inclusion: <https://www.wittenberg.edu/student-life/multicultural>

University Pastors: 937-327-7411

Campus Advocates and Support Services

Project Woman: 937-328-5308

24-Hour Rape Crisis Line: 1-800-634-9893

Womyn's Center: 937 327-7417

An Advocate is available to help the student consider her/his options, facilitate appropriate intervention, and provide information, support, and referral. The Advocate will accompany the student, if she/he desires, to medical treatment, to meet with university officials, and/or to meet with law enforcement authorities and legal representatives; will stress that academic assistance and other accommodations are available; and will ensure that follow-up contacts are made as appropriate.

*HONR 300 Fall 2021 Class Calendar, v1, 9.2.21

*Subject to change; sufficient notice will be given when changes are made

BOLD = Read it (by 1:00 PM that day)

**** = Complete it (by 1:00 PM that day OR the listed time)**

Week	Tuesday	Thursday
1	<p>8/31</p> <p>Intros: People, Preferences, Expectations (yours) Sports Stories (individual) Rigor & The Honors Seminar Design</p>	<p>9/2</p> <p>Intro continued: Procedures, Policies, Expectations (ours) Sports Stories (collective) Essential Questions (ongoing) **Intro Letter due by 1:00 PM</p>
2	<p>9/7</p> <p>Thinking About Genre</p> <p>Clinton Yates' "Williamsport, Pennsylvania: Home to History and Hardball" (see Moodle)</p> <p>**Discussion Circle #1 + Charts test run</p>	<p>9/9 Adjusted Convocation Sched: 1:20 – 2:25</p> <p>Resource Review Intro & Expectations</p> <p>Brian Moritz's "The History of Sports Journalism," Parts 1-3 & Jemele Hill's "America Didn't Need Sports After All" (see Moodle)</p> <p>**Discussion Circle #2 + Prep Tool</p>
3	<p>9/14</p> <p>**Resource Reviews #1 & 2: _____</p> <p>Interview Q & A Intro & Expectations</p> <p>Luther & Davidson: Intro + C1&2 (p.1-46)</p> <p>**Discussion Circle #3 + Prep Tool</p>	<p>9/16</p> <p>**Resource Reviews #3 & 4: _____</p> <p>Narrative Analysis Intro & Expectations</p> <p>Mark Gozonsky's "Gritty All Day Long" (BASW)</p> <p>**Discussion Circle #4 + Prep Tool</p>
4	<p>9/21</p> <p>**Resource Reviews #5 & 6: _____</p> <p>Research Project Intro & Expectations</p> <p>Luther & Davidson: C3&4 (p.47-82)</p> <p>**Discussion Circle #5 + Prep Tool</p>	<p>9/23</p> <p>**Resource Reviews #7 & 8: _____</p> <p>Thomas Boswell's "On the Joy of Sports," Clint Smith's "The Near-Holy Experience of Watching Euro 2020," and Ross Gay's "Have I Even Told You Yet About the Courts I've Loved" (see Moodle)</p> <p>**Discussion Circle #6 + Prep Tool</p> <p>**Interview Q & A #1 due by 11:59 PM</p>
5	<p>9/28</p> <p>**Resource Reviews #9 & 10: _____</p> <p>Luther & Davidson: C5&6 (p.83-116)</p> <p>**Discussion Circle #7 + Prep Tool</p>	<p>9/30</p> <p>**Resource Review #11: _____</p> <p>Drew Goins' "Sports Used to Lead Social Progress: Carl Nassib Shows It's Now the Other Way Around" (see Moodle)</p> <p>**Discussion Circle #8 + Prep Tool</p> <p>**Narrative Analysis #1 due by 11:59 PM</p>

Week	Tuesday	Thursday
6	10/5 Creative Piece Intro & Expectations Luther & Davidson: C7&8 (p.117-156) **Discussion Circle #9 + Prep Tool	10/7 Zach Helfand's "Invasion of the Robot Umpires" (see Moodle) **Discussion Circle #10 + Prep Tool
7	10/12 **Research Project Proposal Conferences & Lab Day	10/14 **Research Project Proposal Conferences & Lab Day
8	10/19 No Class Meeting – Fall Break	10/21 Guest Speaker(s) **Interview Q & A #2 due by 11:59 PM
9* Adv. Wk. 1	10/26 Luther & Davidson: C9&10 (p.157-194) **Discussion Circle #11 + Prep Tool	10/28 **Creative Piece Peer Review
10* Adv. Wk. 2	11/2 Guest Speaker(s)	11/4 Relevant & Timely TBD (see Moodle) **Discussion Circle #12 + Prep Tool **Narrative Analysis #2 due by 11:59 PM
11	11/9 Luther & Davidson: C11&12 (p.195-226) **Discussion Circle #13 + Prep Tool	11/11 Baxter Holmes' "Election 2020: How Sports Owners Hide Political Donations From Players and Fans" + one additional entry in this series, reader's choice (see Moodle) **Discussion Circle #14 + Prep Tool **Interview Q & A #3 + Reflection due by 11:59 PM
12	11/16 Luther & Davidson: C13&14 + Conclusion (p.227-270) **Discussion Circle #15 + Prep Tool	11/18 **Research Project Paper Draft Peer Review
13	11/23 **Research Project Conversations 1-2	11/25 No Class Meeting – Thanksgiving Break

Week	Tuesday	Thursday
14	11/30 **Research Project Conversations 3-5	12/2 **Research Project Conversations 6-8
15	12/7 **Research Project Conversations 9-11	12/9 Last Day of Class Course Evals **Narrative Analysis #3 due by 11:59 PM **Exit Letter due by 11:59 PM
16	12/14 Exam Week	12/16 Exam Week

HONR 300 Revised Final Paper with Annotated References + Research Project Reflection due Monday, December 13, by 11:59 PM*

***Early submissions happily accepted**