Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
SMGT 503
ETHICS IN SPORT

COURSE DESCRIPTION
This course offers an introduction to ethics within the sporting context. The values promoted within sport will be examined along with common ethical dilemmas faced by those involved in sport. The course will cover issues ranging from fair play to sportsmanship to Title IX and drug use for performance enhancement.

RATIONALE
The values of sport and the basis for ethical decision making in sport will be examined. Moral significance of sport will be explored. This course is intended to develop and foster critical thinking skills, to learn and understand the philosophical and ethical background of sport, and to improve written and verbal communication skills.

I. PREREQUISITES
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASES
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Word
   (Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES
A. Upon successful completion of this course, the student will be able to:
B. Understand and apply the theoretical and foundational concepts that support ethical reasoning.
C. Identify factors that influence their decision making and avoid negative factors that may impact their ability to be good citizens.
D. Integrate the process of moral reasoning and ethical decision making into a Christian worldview that governs their personal and professional conduct.
E. Develop an understanding of the similarities and differences in various ethical theories.

F. Learn the skill of developing arguments that will serve as a base for inquiry and resolving moral challenges.

G. Be able to apply reasoned thinking in any situation and demonstrate a clear understanding of the facts and their implications. Develop a personal and professional ethical code.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes.

B. Course Requirements Checklist

   After reading the Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)

   Each student will be required to participate in Discussion Board Forums in Modules/Weeks 1, 3, 5 & 7. Answers to the discussion questions should be well thought out, presented using good grammar and spelling, to the point, and be 400–500 words in length. The forums are graded and represent 150 points of the final course grade.

   Each Discussion Board Forum will be divided into 2 parts: a thread in response to the instructor’s prompt and a reply to 2 classmates’ threads. Thus, in order to earn full credit for each forum, the student’s interaction must include 1 thread and 2 replies. Each thread must be 400–500 words and should incorporate a biblical concept and at least 1 resource (e.g. textbook or a scholarly journal). Each reply should be no less than 200 words. Discussion Board posts must be made in accordance with current APA format.

D. Case Analysis (8)

   There will be 8 case analyses taken from the Sport Ethics: Concepts and cases in sport and recreation text. The student is required to analyze and thoroughly present the ethical and moral issues surrounding the topic in each case analysis. One case analysis is to be completed by the end of the module/week assigned; there are a total of 8 case studies to be analyzed.

   The student will analyze and thoroughly present the case in paragraph form using current APA formatting (Times New Roman, 12-point font, and double spaced) also included will be a title page, and reference page. Scholarly references and citations from the assigned reading are required in answering the case studies. The length of the case analysis will be 5–7 pages, which includes the title page and the reference page.

E. Personal Research Project

   For this project, the student will be asked to describe how he/she will integrate what was learned in this class into his/her life. The student will need to reflect on
the textbook reading and case analyses as well as his/her own current and future career choices and the possible linkages between those prospects and who he/she is. This 8–10-page project involves research into his/her personal ethical code, and possible alternative career choices, or plans for the student’s future. In other words, the student will develop both 5- and 10-year goals of where he/she sees himself/herself, and then describe the path that he/she might take to reach those goals. This assignment is due by the end of Module/Week 8. The Personal Research Project must be written according to current APA formatting (which includes title page and reference page). A total of 10 scholarly references and citations are required.

The intent of this assignment is for the student to consider potential future careers for himself/herself. The student’s future could include: additional schooling, a job, a description of what an ideal job(s) look like, where the student wants to live, what kind of family life he/she would choose, and what responsibilities the student sees himself/herself taking on. Basically, this is a plan for where the student’s life is going over the next 10 years. As part of this project, the student will need to identify his/her vision (cause), mission, and values from an ethical standpoint. Additional details on how to do this are found in the Assignment Instructions section of the course.

F. Quizzes (4)

The student will complete 4 open-book, open-notes quizzes encompassing material from both required texts. The student will be given 1 hour to complete 5 short answer/essay questions. The answer to each question must show critical thinking skills, personal reflection, and be well-supported by a minimum of 2 references in current APA. These quizzes are in Modules/Weeks 2, 4, 6, & 8 and are due by the end of the module/week assigned.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums</td>
<td>200</td>
</tr>
<tr>
<td>Personal Research Project</td>
<td>200</td>
</tr>
<tr>
<td>Case Analyses</td>
<td>400</td>
</tr>
<tr>
<td>Quizzes</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>

B. Scale

- A = 940–1010
- A- = 920–939
- B+ = 900–919
- B = 860–899
- B- = 840–859
- C+ = 820–839
- C = 780–819
- C- = 760–779
- F = 759 and below

C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.
Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.

2. Assignments submitted more than one week late will receive a 20% deduction.

3. Assignments submitted two weeks late or after the final date of the class will not be accepted.

4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
# Course Schedule

**SMGT 503**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1           | Morgan: chs. 1–3  
Malloy: chs. 1–6, 8  
Malloy: Case Analysis 1 presentation | Course Requirements Checklist  
Class Introductions  
Case Analysis 9.5 | 10  
50  
50 |
| 2           | Morgan: chs. 4–6  
Malloy: ch. 9  
Malloy: Case Analysis | Case Analysis 9.12  
Quiz 1 | 50  
50 |
| 3           | Morgan: chs. 7–11  
Malloy: Case Analysis 1 presentation | DB Forum 1  
Case Analysis 9.15 | 50  
50 |
| 4           | Morgan: chs. 12–16  
Malloy: Case Analysis | Case Analysis 9.19  
Quiz 2 | 50  
50 |
| 5           | Morgan: chs. 17–22  
Malloy: Case Analysis 1 presentation | DB Forum 2  
Case Analysis 8.28 | 50  
50 |
| 6           | Morgan: chs. 23–27  
Malloy: Case Analysis | Case Analysis 8.22  
Quiz 3 | 50  
50 |
| 7           | Morgan: chs. 28–31  
Malloy: Case Analysis | DB Forum 3  
Case Analysis 8.10 | 50  
50 |
| 8           | Morgan: chs. 32–35  
Malloy: Case Analysis | Personal Research Project  
Case Analysis 8.4  
Quiz 4 | 200  
50  
50 |

**Total 1010**

DB = Discussion Board

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.