

Western University  
Faculty of Health Sciences  
**School of Kinesiology**

**Kinesiology 4465G - Social Theory of Sport and Exercise / online  
Winter 2022**

<p>Instructor: Dr. Michael Heine Office: 2225-B, 3M Bldg Email: mheine@uwo.ca Phone: 519/661-2111x84113 Office Hrs: Mo. 10.00-12.00h / Zoom TAs:</p>	<p><b>Lectures:</b> online, one segment per week  <b>Room:</b> OWL online platform</p>
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**NOTE:** All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements

Calendar Course Description (including prerequisites/anti-requisites):

This course will explore key concepts, theorists, and issues in the social and cultural study of sport that help us to extend such questioning by way of theorizing.

**Prerequisite(s):** [Kinesiology 2250A/B](#)

**Extra Information:** 3 lecture hours. Online course.

*You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.*

*Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.*

**NOTE: If you wish to enrol in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.**

### Course Description

We live in a world where sports and organized exercise / health practices are internationally dominant cultural phenomena. Sporting events have become part of the social and cultural fabric of nations across the world. Sports matter on a global scale — sports matter greatly to most of us. Very likely, most of us hold positive opinions about the world of sports as it currently exists. It is easy to assume that our own positive experiences in sport are the general norm. Likewise for 'exercise' — it seems hardly possible to separate the two concepts, so much do we take them for granted.

Thinking theoretically about sports and exercise helps us establish a reflective perspective on what we take for granted in sports and exercise, what we consider 'normal and meaningful' (or what we reject as 'not normal'). A critical, reflective perspective helps us to understand that what we tend to take for granted, is a socially constructed and historically variable phenomenon. In fact, you are already *theorizing* whenever you ask why the world of sport and exercise is the way we find it (and then, depending on your own interests, imagine how you might change it, or how it might be reinforced).

In this course, we will explore concepts and issues in the social and cultural study of sport and exercise that help us to develop such a critical perspective, by way of *theorizing*. We will use writings by several influential researchers and then apply them practically to some of the important issues in contemporary

sports and exercise practices: we will investigate the *representation* of sport and exercise in different media, in particular film production, advertisements, magazines, newspapers and web sites.

### Learning Outcomes

Upon completion of this course, students will be able to:

- explain the significance of thinking theoretically about sport and exercise (*reflection*)
- identify different theoretical positions that are relevant in the cultural study of sport and exercise (*knowledge, application*)
- critically reflect on the ways in which media representations of sporting practices and the body help to normalize our understanding of meaningful participation in sport and exercise. (*reflection, synthesis*)
- develop reasoned arguments in the critical and reflective analysis of the relationship between sports, health and exercise practices, and their representation in the media (*application*)

### Schedule

<b>Segment 0: ONLINE COURSE WORK</b>
<p><b>Course Overview</b></p> <ul style="list-style-type: none"> <li>• Course Content and structure</li> <li>• A 'how to': How to study for this online course?</li> <li>• Description of grading requirements</li> </ul>
<p><b>Readings / Viewings</b></p> <p>O-0 OWL Course Site: Segment 0</p>
<b>Segment 1: THINKING ABOUT 'REPRESENTATION' WHAT IS SPORT? WHAT IS REAL (IN SPORT &amp; PA) — WHAT IS REPRESENTED?</b>
<p>We all hold and enact implicit assumptions about what makes sports and exercise practices meaningful and relevant, but what makes us so sure? Is Professional Wrestling really a sport? What are the criteria we use to define sports? Why do we use these criteria? And: do we all share the same criteria when defining 'sport' and 'physical exercise', and why we should exercise?</p> <p>This course is based on the assumption that what the practices we so obviously take for granted, is based to a large extent on the stories (narratives) told about them, that is to say, how those practices are represented.</p> <p>Reflecting on something that is seemingly 'totally obvious', gets us in the right frame of mind to investigate representation — using the tools of theory.</p> <p>We start out by investigating a practice that most of us would say is not a sport — but the fans in popular culture would beg to differ. So, what is represented in professional wrestling?</p>

## Readings / Viewings

O-1 Owl Site, Segment 01

R-1 de Garis, Laurence. 2005. "The Logic of Professional Wrestling." In: *Steel Chair to the Head: The Pleasure and Pain of Professional Wrestling*, ed. N. Sammond. Durham, NC: Duke UP.V-1 Aronofsky, Darren. 2008. *The Wrestler*. Wild Bunch Production Co.

- You have to locate your own copy -- UWO: King's College Multimedia - PN1997.2.W7478.
- Instructor: 4-hour loan possible

### Segment 2: WHY THEORIZE? -- 'RESISTING REPRESENTATION' THE RELEVANCY OF 'DOING THEORY' (BELL HOOKS)

Theories help us identify issues and problems to examine. They provide frameworks for asking research questions, interpreting information, but also for the reflection on our own 'sports and exercise / health biographies.' We examine Bell Hooks' view on the relevancy of *doing theory*.

## Readings / Viewings

O-2 Owl Site, Segment 02

R-2 Hooks, Bell. "Theory as Liberatory Practice." *Yale Journal of Law and Feminism* 4/1 (1991-2), 1-12.

- UWO: Weldon online access

R-3 Transcript of Bell Hook's entire video lecture (for V-2)

- <https://www.mediaed.org/transcripts/Bell-Hooks-Transcript.pdf>

V-2 Hooks, Bell. 2005. *Cultural Criticism and Transformation*. Dir Sut Jhally. Northampton, MA: Media Education Foundation.

- Available through DBW -> Kanopy Streaming Service

### Segment 3: ZOOMING IN ON OUR MAIN INTEREST: CULTURE AND REPRESENTATION (STUART HALL)

We examine an important lecture by cultural theorist Stuart Hall. He explains how we can investigate our culture as issues of *representation*. We'll make use of Hall throughout the course — his explanations of how to understand our social and cultural realities as shaped by *representation* provides us with the critical understanding to 'theorize' those realities (Bell Hooks has already explained to us why we should. Randy the Wrestler has already explained to us that an activity some of us wouldn't consider a 'sport', is identified as just that by many in the popular culture of sport — because of the ways in which the activity is *represented*).

## Readings / Viewings

O-3 Owl Site, Segment 03

V-3 Stuart Hall. 2002. *Representation and the Media*. Intro by Sut Jhally. Northampton, MA: Media Education Foundation.

- Available through DBW -> Kanopy Streaming Service

R-4 Transcript of the entire video of Stuart Hall's lecture

- <https://www.mediaed.org/transcripts/Stuart-Hall-Representation-and-the-Media-Transcript.pdf>

#### Segment 4: APPLICATION—ANALYZING ADVERTISEMENTS THEY'RE MAGIC - BUT WHAT DO THEY ACTUALLY SAY?

They surround us, we consume them 24/7. Or is it ads that consume us? In this step, we will consider the history of advertising as a cultural form, and its effects in the contemporary world of sports. We will argue that the impact of advertisements on our understandings of healthful exercise is particularly strong.

##### Readings / Viewings

- O-4 Owl Site, Segment 04
- R-5 Jackson, Steven. "Globalization, Corporate Nationalism and Masculinity in Canada: Sport, Molson Beer Advertising and Consumer Citizenship." *Sport in Society* 17, no. 7 (2013): 901-16. [DBW online]
- R-6 Williams, Raymond. 2000. "Advertising: The Magic System." *Advertising & Society Review*. [online journal] 1/1. [reprint from: Williams, Raymond. 1980. "Advertising: The magic system." In *Problems in Materialism and Culture*. London: Verso, 170-195. [DBW online]

#### Segment 5: REPRESENTATION IN THE CULTURE OF SPORT: SPORTS MOVIES

How should we 'read' what sport films, even those identified as documentaries, present to us? Can we trust this presentation? Is it the truth? — Are there other questions to ask about them?

##### Readings / Viewings

- O-5 Owl Site, Segment 05
- R-7 Baker, Aaron. 1998. "Sports Films, History and Identity." *Journal of Sport History* 25(2): 217-233.  
  - <http://library.la84.org/SportsLibrary/JSH/JSH1998/JSH2502/JSH2502c.pdf>
- R-8 Briley, Ron. 2005. "Basketball's Great White Hope and Ronald Reagan's America: "Hoosiers" (1986)." *Film & History* 35(1): 12-19. [UWO: Weldon online access]
- R-9 Gruneau, Richard, David Whitson & Hart Cantelon. 1988. "Methods and Media: Studying the Sports/Television Discourse," *Society & Leisure*, 11(2): 265-281.
- V-4 Anspaugh, David. *Hoosiers*. 1986.  
  - You have to locate your own copy
  - From the instructor: If in a fix, there's a 4 hour loan.

#### Segment 6: MORE ABOUT REPRESENTATION, MORE FROM STUART HALL: RACE WHAT'S IN A SKIN COLOUR?

Race: Biology and fate — social construction motivated by media representations? We make use of a Stewart Hall lecture again. Unsurprisingly, his interest in the social reality of race concerns different representations of race.

## Readings / Viewings

O-6 Owl Site, Segment 06

V-5 Hall, Stewart. 1998. *Race-The Floating Signifier*. Northampton, MA: MEF.

R-10 A Transcript of the full video of Stuart Hall's lecture

- <https://www.mediaed.org/transcripts/Stuart-Hall-Race-the-Floating-Signifier-Transcript.pdf>
- available through DBW -> Kanopy Streaming Service

### Segment 7: REPRESENTATIONS OF MASCULINITY BEING MALE IN SPORTS—HOW HARD CAN IT BE?

'Tough guise?' In what ways do men and boys participating in sports express their gendered—male and/or masculine—identities? Jason Katz has several interesting suggestions to make. The examples in the lecture are somewhat dated, and Katz has recently released the updated *Tough Guise Two*, but the argument is more clearly expressed in the older version, so we'll use that one in class.

## Readings / Viewings

O-7 Owl Site, Segment 07

V-6 Jhally, Sut & Jason Katz. 1999. *Tough Guise: Violence, Media & the Crisis in Masculinity*. Northampton, MA: Media Education Foundation.

- Available through DBW -> Kanopy Streaming Service

R-11 Jhally, Sut & Jason Katz. Transcript of the full video of Sut Jhally's & Jackson Katz' lecture

- <https://www.mediaed.org/transcripts/Tough-Guise-Abridged-Transcript.pdf>

R-12 Messner, Michael A, Michele Dunbar & Darnell Hunt. 2000. "The Televised Sports Manhood Formula," *Journal of Sport and Social Issues* 24, 380-394.

R-13 Whitson, Dave. 1998. "Sport in the Social Construction of Masculinity." In: M. Messner & D.F. Sabo (eds.) *Sport, Men, and the Gender Order*. Champaign, IL: HKP. 20-30.

### Segment 8: REPRESENTATIONS OF WOMEN 'THROWING LIKE A GIRL' — WHO WANTS TO?

How can we understand the impact of representations of women and girls in sports movies and media?

## Readings / Viewings

O-8 Owl Site, Segment 08

V-7 Kusama, Karyn. 2000. *Girl Fight*.

- You have to locate your own copy - Youtube or Weldon do not have copies
- From the instructor: If in a fix, there's a 4 hour loan

R-14 Daniels, Dayna. 2005. "You throw like a girl: Sport and Misogyny on the Silver Screen." *Film & History* 35/1. 29-38. [Weldon online]

R-15 Fojas, Camilla. 2009. "Sports of Spectatorship: Boxing Women of Color in Girlfight and Beyond." *Cinema Journal* 49/1: 103-115. [Weldon online]

- R-16 Casper, M. 2001. "Knockout Women. A Review of Kusama's Girlfight." *Journal of Sport and Social Issues* 25/1: 104-110. [Weldon online]
- R-17 Caudwell, J ayne. 2008. "Girlfight: Boxing Women." *Sport in Society* 11(2-3): 227-239. [DBW online]

March 14: Last date to drop 2<sup>nd</sup> term courses

**Segment 9: APPLICATION—NARRATIVES OF HEALTH  
CAN 'HEALTH' BE A NARRATIVE? IS IT A MATTER OF REPRESENTATION?  
WHOSE INTERESTS DO THOSE NARRATIVES SERVE?**

Can 'health' be narrative or representation? Shouldn't we simply focus on the facts of healthful living and exercise, and the medical problems posed by, say, obesity? What's to talk about? We take a look at a very well known example, the colour pink. What does the colour 'mean' in representations of health, how does the narrative of 'pink' relate to the reality of the case?

**Readings / Viewings**

O-9 Owl Site, Segment 09

V-8 Samantha King on "Pinkwashing"

- [https://www.youtube.com/watch?v=hBgTiKs69\\_w](https://www.youtube.com/watch?v=hBgTiKs69_w)

R-18 Selleck, Laurie, "Pretty in Pink: The Susan G. Komen Network and the Branding of the Breast Cancer Cause." *Nordic Journal of English Studies*, 9(3): 2010. 119-138. [click on link to trigger pdf file download]

R-19 Johansen, Venke Frederike et al. 2013. "Symbols and Meanings in Breast Cancer Awareness Campaigns." *NORA - Nordic Journal of Feminist and Gender Research*, 21/2. 140-55. [DBW online]

**Segment 10: APPLICATION—NARRATIVES, REPRESENTATION AND CANADA AT THE OLYMPICS. THE POLITICS OF MEANING IN THE ERA OF GLOBALIZATION**

Does it make Canadians 'feel better' when Canadian athletes 'own the podium?' Why would this be - whose interests are served by such narratives of 'Canadian ownership'? The Olympics Games provide a rich testing ground for the application of our critical reflections, and open them up to a global perspective — the Olympic Games are a phenomenon of globalization. We'll approach the issue by investigating the representations of Indigenous cultures, in particular.

**Readings / Viewings**

O-10 Owl Site, Segment 10

R-20 Adese, Jennifer. 2012. "Colluding with the Enemy? Nationalism and Depictions of 'Aboriginality' in Canadian Olympic Moments." *American Indian Quarterly*. 36/4: 479-502.

R-21 O'Bonsawin, C. 2008. "The Conundrum of Ilanaaq." In R.K. Barney (ed.) *Cultural Imperialism in Action: Critiques in the Global Olympic Trust*. London: ICOS. 387-394. [la84.org]

R-22 O'Bonsawin, C.2010. "A Coast Salish Welcome: The 2010 Vancouver Opening Ceremony and the Politics of Indigenous Participation." In: R.K. Barney (ed.). *Rethinking Matters Olympic: Investigations into the Socio-Cultural Study of the Modern Olympic Movement*. London, ON: ICOS. 255-264. [la84.org]

### Segment 11: GLOBALIZATION — THE WIDER PERSPECTIVE

Continuing on from the global Olympic theme discussed in Segment 10, we take a wider view on the meaning and impacts of the term 'globalization.'

#### Readings / Viewings

O-11 Owl Site, Segment 11

R-23 Wamsley, Kevin. 2002. "The Global Sports Monopoly" *International Journal*. Summer. 392-403.

R-24 Maguire, Joe. 2003. "Global Sport: Identities, Societies, and Civilizations". International Olympic Academy

While the media are the site of many different types of sport representation, the relationship between sport, exercise and the media is oddly symbiotic, with each relying on the other — while at the same time trying to influence the other. Sut Jhally coined the term 'sports-media complex' to refer not only to this relationship, but to the growing web of relationships and integrations between the sports world and media outlets of all kinds. How does the sport influence the media, the media influence sport?

#### Course Participation and Assignment Prep

1. What do you need for the course work?
  - The Course Readings and Viewings
  - The Segment Study Sheets (the Segment web pages on the OWL course site)
  - The Segment presentation slides and Instructor Commentaries (usually A/V to go with the slides)
  - Forum Contributions. Don't forget that contributions by other course participants often contain valuable insights that can aid you in the development of your own arguments.
  - For journal and paper writing prep, you'll find several guides in the Resources section.
2. I find it advantageous to read the assigned Readings prior to accessing the On-line Lessons and Resources. That's also the case for the Viewings: If you haven't watched the movie or documentary that's on the schedule, you'll hardly be in a position to make a meaningful contribution. The Course Study Sheets can be thought of as the equivalent of lecture guides in a classroom setting; they are designed to guide you through the readings, and through the entire module. They are an important part of the course and it is expected that you will give the course notes the same attention that you would lectures and classes in the traditional setting. Please check the OWL schedule carefully, including any changes that are required throughout the term.
3. The final take-home exam will reference all course readings and viewings, class discussions and class notes, including those that may not have been discussed in class. The exam format includes short and medium length answers.

## Dates

For up-to-date information, please consult the 'Important Dates' web page on the OWL course site. The OWL time table will always prevail.

## Required Course Materials

- **[O-nn] Required OWL Segment pages:** The OWL Segment pages are your study guide!
- **[R-nn] Required Readings:** Most of the readings can be accessed online through the UWO library system; the remaining ones will be made available through the library system and the OWL Course Site.
- **[V-nn] Required Viewings:** You are responsible for making your own arrangements to view the films listed on the course outline under V-nnn. They will usually be available via Hulu, Netflix, Amazon online, etc. Some movies can also be accessed through the UWO library system. (In a pinch, the video can be borrowed from the instructor for a limited time.)

## Course Evaluation

Assignments are due as stated in the course syllabus and will not be accepted late, except under medical or other compassionate circumstances. Submitting a late assignment without appropriate documentation will result in a zero (0) grade. A missed mid-term examination, without appropriate documentation will result in a zero (0) grade. Acceptable reasons might include hospital stays, serious illness, family emergencies (like serious accidents, illness or death) or similar circumstances. Final grades will be derived from totaling the scores on all assignments, exams and forum contribution marks. The tasks and exam weighting is as follows. Since this is an essay-designated course, all assignments contain written work.

### Task Score Sheet

(1) Forum Contributions (1/week) - (11 @2.27% each)	25%
(2) Journal entry (3 @ 15% each)	45%
(3) Term Paper	30%
	<u>100%</u>

## Task Description

### 1. Participation / Forum Contributions (ongoing throughout the term)

Your grade for class participation will be based on your submissions to the "Weekly Discussions" Section of the Forums. Regular participation is worth 20% of your grade, when you submit at least one meaningful contribution / commentary per week, related to course contents and forum discussions. It's not sufficient to enter an "I agree!" etc. - *These 20% are your to lose/reduce!* For example, these messages can be in response to issues raised in the course notes, or you may wish to share your thoughts or ideas on the readings. You may also want to apply aspects of the course material to the news of the day. In order to facilitate active participation by all, you may not post more than 3 participation comments per week. It is recommended that you participate once, preferably twice a week in order to receive full credit for this component.

In our discussions, we will adhere to civil standards of netiquette (for an example, see [here](#)).

Deduction for late submission: no late submission allowed

### 2. Journal entries

3 Journal entries responding to a question or issue set by the instructor every third week. The required length for this assignment is 300 - 500 words; time for completion and online submission of each entry is one week from posting of the question. Information on the expected structure for this assignment will be posted on OWL.

Deduction for late submission: no late submission allowed

### 3. Written Term Project

An investigation of a media event in the area of sports, exercise, or health—an image, story, film, cover, picture, etc., etc., anything that is of interest to you and that allows you to develop a plausible

research topic. The written topic proposal must be cleared with the instructor. The length for this assignment is about 2,500-3,000 words. Supporting documentation on the production of a term paper is posted on OWL.

Deduction for late submission: 2% of 30% / day

### **Tech Support**

In case of online problems please use the following options:

- Contact the ITS Help Desk at (519) 661-3800. For hours and additional contact information please visit <http://www.uwo.ca/its/helpdesk>.
- OWL troubleshooting and help information is available in the OWL Documentation Site. To join the site:
  - Log into OWL (<http://owltoo.uwo.ca/>)
  - From My Workspace, select Membership from the left-hand side
  - Click the "Joinable Sites" link at the top
  - Find "OWL Documentation" in the list of Joinable Sites
  - Click the "Join" link
  - Click the "Home" link at the left to refresh the page
  - The site "OWL Documentation" will now be one of your active sites

### **Course/University Policies**

#### **1. Statement on Use of Personal Response Systems (“Clickers”)**

If Personal Response Systems (“Clickers”) are used in the course, a reference to the Guidelines for their use (Guidelines are shown below). Instructors are to communicate clearly to students information on how clickers are used including: how the student’s privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the students, and why they cannot be used by anyone but the student (since the students involved in misuse of a clicker may be charged with a scholastic offence).

#### **2. Academic offences:**

They are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

A) Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com <http://www.turnitin.com>

B) Computer marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

#### **3. Electronic Device Usage:**

During Exams - Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices

during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. Please be respectful to your fellow students and turn the sound off. If the professor receives complaints from other students regarding noise or other disruptive behavior (e.g. watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom privileges will be revoked. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

#### 4. Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

#### 5. Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health & Wellness -- <http://www.health.uwo.ca/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

#### 6. Documentation for Academic Accommodation (Illness, Medical/Non-Medical Absences):

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence (see below for conditions)
- (ii) For medical absences exceeding 48 hours, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner to their Academic Counselling in their Faculty of registration in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences exceeding 48 hours, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration **must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;

- b. any absences in excess of the number designated in clause a above will require students to present a Student Medical Certificate (SMC) or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

For medical and non-medical absences that are not eligible for self-reporting Kinesiology students must submit an Academic Consideration Request form found online [https://www.uwo.ca/fhs/kin/undergrad/files/accommodation\\_request.pdf](https://www.uwo.ca/fhs/kin/undergrad/files/accommodation_request.pdf) in addition to an SMC or appropriate documentation in the event of a non-medical absence. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy.

## 7. Grades:

Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately. Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 9th, 2019 (for first term half-courses)
- November 27th, 2019 (for full-year courses)
- March 4th, 2020 (for second term half-or full year courses)

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

### **Rounding of Grades** (for example, bumping a 79 to 80%):

This is a practice some students request. **This practice will not occur here.** The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you: the response will be "please review the course outline where this is presented".

**8. Classroom Behaviour**

Class will begin promptly at the time specified at the top of page one of this syllabus. In the event that you must arrive late, please enter the classroom with a minimal disturbance to the class. Please keep all electronic devices on silent and avoid distracting classmates.

**9. Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>