

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

SPHS511

Course Summary

Course : SPHS511 **Title :** Critical Thinking in the Sports and Health Industries
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

Critical Thinking in the Sports and Health Industries course will prepare both Sports Management and Sports and Health Science graduate student to address issues associated with critical thinking in these major areas of study. Students will be afforded the opportunity to begin to compile artifacts and signature assignments related to their field of study of Sports Management or Sports and Health Sciences. The course is intended to provide a foundation from which the student may use the knowledge and practices gained in this course throughout the rest of their graduate program.

Course Scope:

This course is intended to provide students with the opportunity to better understand how to read and interpret scientific research. Additionally, students will learn how to synthesize their findings in a scientific manner appropriate for dissemination to others. These skills will be acquired through the process of writing and editing a literature review as well as interactive discussions with classmates on various topics related to evaluating scientific research.

Objectives

After successfully completing this course, students will fulfill the following Course Objectives (C.O.):

- CO1 Evaluate the elements of research design and interpretation
 - CO2 Utilize technology to access and organize scientific information in the Health Sciences field
 - CO3 Critique current research articles looking for errors in reasoning or insufficient evidence
 - CO4 Apply graduate level scientific writing principles
 - CO5 Synthesize findings from their reading into a scientific literature review
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Outline

Week 1: Intro to Critical Thinking and Numeracy

Learning Outcomes

CO1

CO2

CO3

Required Readings

Please see Week 1 eReserve

- **Critical Thinking : Tools for Evaluating Research**
Intro and Chapter 1

Assignments

Discussion 1a: Welcome and Introduction

Discussion 1 & 2: Threaded Discussion: Literature Review Topic Selection

Assignment 1: Library Consultation

Week 2: Sampling and Generalizability

Learning Outcomes

CO1

CO2

CO3

Required Readings

- **Critical Thinking : Tools for Evaluating Research - Week 2 eReserve: Chapter 2**

Assignments

- **Discussion 1 & 2: Threaded Discussion: Literature Review Topic Selection**
- **Assignment 2: Topic and References**

Week 3: Probability and Coincidence

Learning Outcomes

CO1

CO2

CO3

CO4

Required Readings

- **Critical Thinking : Tools for Evaluating Research - Week 3 eReserve: Chapter 3**

Assignments

Discussion 3: Questions about Finding Resources

Assignment 3: Citi Training

Week 4: Visual Thinking

Learning Outcomes

CO1

CO3

CO4

CO5

Required Readings

- **Critical Thinking : Tools for Evaluating Research - Week 4 eReserve: Chapter 4**

Assignments

Discussion 4: Paper Punch List

Assignment 4: Literature Review First Draft

Week 5: Correlation and Causation

Learning Outcomes

CO1

CO2

CO4

Required Readings

- **Critical Thinking : Tools for Evaluating Research - Week 5 eReserve: Chapter 5**

Assignments

Discussion 5: Correlation and Causation Example

Week 6: Scientific Thinking

Learning Outcomes

CO1

CO2

CO3

CO4

CO5

Required Readings

- **Critical Thinking : Tools for Evaluating Research - Week 6 eReserve: Chapter 6**

Assignments

Discussion 6 & 7: Threaded Discussion: Media Article Critique

Assignment 6: Literature Review Second Draft

Week 7: Fact, Opinion, and Logical Thinking

Learning Outcomes

CO1

CO4

CO4

CO5

Required Readings

- **Critical Thinking : Tools for Evaluating Research - Week 7 eReserve: Chapter 7**

Assignments

Discussion 6 & 7: Threaded Discussion: Media Article Critique

Week 8: Research Presentation and Dissemination

Learning Outcomes

CO1

CO3

CO4

CO5

Required Readings

- **n/a - There are no additional readings for this week.**

Assignments

Discussion 8: Research Presentation

Assignment 6: Literature Review Final Copy

Evaluation

Reading Assignments: Will be evaluated as demonstrated in Discussion discussions, and written assignments.

Supplemental Readings: Are found in the “lessons” tab in the online classroom.

Discussion Assignments: All Discussions require an initial post of at least 250 words due by Wednesday 11:59 PM EST of the assigned week and at least 2 responses to classmates by Sunday 11:59 PM EST of the assigned week. Please see Discussion description for rubric.

Assignments: Assignment directions are found in the “Assignments” tab of the online classroom. All assignments are due no later than 11:55pm EST each Sunday of the corresponding week. All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

Discussions	20%
Intro Discussion	4%
Week 3 Discussion	4%
Week 4 Discussion	4%
Week 5 Discussion	4%
Week 8 Discussion	4%
Threaded Discussions	20%
Week 1-2 Threaded Discussion	10%
Week 6-7 Threaded Discussion	10%
Assignments	60%
Librarian Consultant	10%
Topic Selection and References	10%
CITI Training	10%
Lit Review First Draft	10%
Lit Review Second Draft	10%
Lit Review Final Copy	10%
Total	100%

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

Required Course Textbook:

Nardi, Peter M.. Critical Thinking : Tools for Evaluating Research, University of California Press, 2017. ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/apus/detail.action?docID=4820022>.

The text will be provided through the eReserve of this course. Please follow the link provided in the course under Reading and Resources for each week's corresponding chapters.

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name Website URL/Address

The OWL at Purdue <http://owl.english.purdue.edu/>

APA Style Homepage <http://www.apastyle.org/index.aspx>

NATA <http://nata.org>

North American Society of

Sports Management <http://www.nassm.org>

Research@APUS <https://www.apus.edu/apus-library/online-research/research/research.html>

Additional Resources: In the Course Materials folder there are additional course articles and up to date APA handouts.

Course Guidelines

Academic Honesty & Personal Integrity

The University System supports and promotes academic honesty and personal integrity. Any form of academic dishonesty has no place in higher education. The University System does not tolerate dishonest efforts by its students. Students who are guilty of academic dishonesty can expect to be penalized. Any student who knowingly assists another student in dishonest behavior is equally responsible. An additional violation of the standards of academic honesty within a course may result in dismissal from the University System. [Click here for the full APUS policy.](#)

In addition to the [university's plagiarism policy](#), students who are found to have submitted materials plagiarized from any online source, such as Course Hero, etc., will be reported to both the [Plagiarism Office](#) and the [Student Conduct Office](#) with the possibility of [failing the course](#) and/or [expulsion](#) from APUS. Use of said materials is [academic dishonesty](#) and will not be tolerated.

Using Turn-It-In for Discussions

*Some instructors may require students to submit their initial **Discussion** posts to Turnitin via the "Assignments" tool in our Brightspace classroom--please check the Discussion Guidelines (Course Overview & Introduction Content area) and/or an Announcement from your faculty to determine if this step is required for this course.*

If this is a requirement in your class, before posting your initial Discussion, you must submit it in the assignment area in a Word file, so its originality can be checked by turnitin.com. Your similarity score will appear in the same place you submit your file. It can take up to 24 hours for a score to return, but usually, it is less than 30 minutes. So, plan ahead. Please see the Course Overview & Introduction module in the Content area of the classroom, as well as in the Discussion area for additional information on how to use Turnitin.

Writing Expectations

Students please review Discussion and assignment rubrics prior to completing each course requirement. As you work with student athletes, other athletic/fitness related personnel, clinical and other situations, you will frequently encounter challenging learning and behavioral situations. The solutions you find to these challenges will often determine success at a personal and program level. Your experiences have led you to certain beliefs; however, these beliefs may not lead to the correct solution in any given circumstance. In

simple terms, theory is what generates the practical application you apply to your job. It is theory that helps us analyze our opponent and make determinations on what they are going to do in the future, and it is theory that has been turned into technology that helps us increase quality of life, performance, and competitiveness. Understanding what experts recommend is one very important strategy for you to use. The commitment to apply key theory to your ideas enhances the likelihood that sound judgment drives solutions, not just feelings and beliefs. The application of theory can also help protect you in cases of liability questions.

For Assignments:

All written Assignment (not Discussions) submissions should be submitted in a font and page set-up that is compatible with APA Style (7th Ed.) formatting. It is recommended that students adhere to this consistent format and follow all rules of APA formatting –here are some basics:

- Typewritten in double-spaced format with a readable style (Arial or Times New Roman fonts are best) and submitted inside the electronic classroom as instructed by the assignment details (unless classroom access is not possible and other arrangements have been approved by the professor).
- Best font sizes: Arial or Times New Roman 12-point font.
- 1” margins all around (no additional indenting –except 1st line of each paragraph)
- Double-spaced throughout paper
- Appropriate APA-style formatted in-text citations and reference list
- Paper should be written in 3rd person –this means no personal opinions, no sentences with “I” “my” or other 1st person text. These are academic/scientific papers.

Citation and Reference Style

Attention Please: Students will follow the APA (7th Ed.). Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignment Policy

All dates and times posted are for U.S. Eastern Standard time. It is your responsibility to know how that translates to your time zone and to submit/complete Assignments, Discussions and tests per these posted deadlines. All assignment due dates are posted on the Assignments page.

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member’s discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time. The University Late Policy can be found in the [Student Handbook here](#).

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note:

Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :))

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it’s important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
 - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
 - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
 - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.