

KES 5307 – Issues in Sports Law – 8 Week Syllabus
Department of Kinesiology & Human Performance
Sul Ross State University

Instructor Information

Instructor: Alonzo Maestas, JD, MCJ, MLS, MA, ABD

Email (preferred): amaest77@unm.edu (Response time: 24hrs Monday – Thursday; 48hrs Friday – Sunday)

Phone: Email instructor for phone appointment

Syllabus Objective

The purpose of this syllabus is to outline the semester for you in a manner that is easy to read and understand. I will cover the course requirements, assignments, deadlines, grading scale, and any and all other expectations of this course. Remember that this syllabus is subject to change, but I will let you know if I will be making any changes.

Credit Hours

3 credit hours

Course Delivery

This is a fully online course. This course follows an 8-week calendar as detailed in the course schedule.

Course Description

We live in an increasingly litigious society and have seen a dramatic increase in the number of lawsuits in the field of KES. This trend is also evident within the realm of sport and physical activity. You, as future professionals in sport and exercise, will gain general understanding of the law as it pertains to this area, be able to prevent and forestall litigation against your organization, and identify when it is necessary to retain the services of an attorney.

Required Textbook

Title: Sports in Society: Issues and Controversies 13th ed.

Author: Coakley

Publisher: McGraw-Hill Education

ISBN: 9781260240665

For this course, you will be required to purchase McGraw-Hill Education Connect® access for Sports in Society: Issues and Controversies 13th ed. by Jay Coakley. You can purchase Connect access directly from the Connect website at net cost when registering for your course section here: <https://connect.mheducation.com/class/a-maestas-fall-2022-first-8-weeks>. Please note that Connect works best on Google Chrome or Firefox.

A print-upgrade option is available via Connect if you find yourself wanting a print companion at some point during the semester. This will be a full color binder-ready version of the text and can be mailed directly to you for an additional \$25.00 (including shipping and handling). You are not required to have a print text in addition to Connect access, so please be aware that if you purchase a used textbook you will still need to purchase Connect access.

You will also need to access the SRSU Library to locate and download peer-reviewed, scholarly articles. For assistance, you may [Ask the Library](#) or contact the [Graduate Student Center](#) for help.

Finally, you will need the following link to Sports Shorts, a great resource for the intersection between law and sports, for your first assignment: <https://www.sports.legal/>.

Expectation Of Students

Students are responsible for keeping up with the reading and are expected to read the assigned chapters and/or other posted readings prior to class in order to contribute to online discussion. Handouts distributed through Blackboard should be kept in a notebook in order to be referred to as necessary.

Student Learning Outcomes

Students will:

- A. Understand fundamental legal concepts relevant to tort law, contract law, and constitutional law.
- B. Have identified potential liability situations in the supervision, management and conduct of sport, recreation and physical activity, and therefore, be able to design and develop strategies for limiting liability.
- C. Have analyzed a tort law scenario, constructed basic court cases based on the scenario, and predicted the outcome of a hypothetical court case.
- D. Have used the basic elements of contract law to construct a contract and waiver for a sport and physical activity situation. In addition, critiqued an existing contract and determined whether it meets legal standards.
- E. Have identified situations regarding discrimination in terms of race, sex, and disability as it pertains to sport and physical activity. Analyzed constitutional law scenarios, constructed basic court cases based on the scenarios, and predicted the outcome.
- F. Have communicated in writing a court case, its ramifications to the sport management profession, and debated the merits of the court's ruling.

Marketable Skills

The following marketable skills are met in this course:

1. Career Management. The entire course is designed to give you a practical understanding of how sport and law intersect, and how you will encounter this throughout your career as a sport professional.
2. Communication. Through your discussion posts, you will learn to communicate what you have learned with your peers, and how to reply and respond to your peers.
3. Critical Thinking. Through your Case Brief assignment and Risk Management Manual Term Project, you will be challenged and learn how to think critically and outside your comfort zone.

Introduction



Welcome!

My name is Alonzo Maestas (you can call me Alonzo or Mr. Maestas), and I will be your instructor for this course. I have extensive training and experience in law and sport, and am excited to facilitate your learning. My training includes the following degrees: Bachelor of Arts, English Literature and Government (New Mexico State University, 2002); Juris Doctor (The University of New Mexico School of Law, 2009); Master of Criminal Justice (New Mexico State University, 2012); Master of Legal Studies, Sport Law and NCAA Compliance (Drexel University, 2017); Master of Arts, Athletic Coaching Education (Ball State University, 2018); and All But Dissertation, PhD program, Sport Administration (The University of New Mexico, expected May 2023).

In addition to my education, I also practiced contract, fiscal, and administrative law in the U.S. Army JAG Corps, and both criminal and civil law in Albuquerque, New Mexico. I have also worked as an Athletic Director at a small private school, have coached various youth sports (basketball, flag football, soccer, T-ball, and baseball), umpired and refereed youth sports (baseball, softball, and flag football), and currently work as the Director of the Veteran & Military Resource Center at the University of New Mexico.

I design my classes in a way that you can succeed; that being said, if you are having any problems with the course at any time during the semester, please reach out to me as soon as possible so we can work out an arrangement for you to get your work turned in. If you have any questions about the course, I prefer email at amaest77@unm.edu. Please see the "Instructor Information" section above for my response time.

Finally, if you did not learn, I did not do my job, so let's work together to see to it that you learn and enjoy this class.

Welcome

Hello, and welcome to Issues in Sports Law! I am happy to have you in my class, and look forward to a fun and productive semester. From performance enhancing drug use to injuries in a recreational league, sports and law intersect at various levels.

Before you start, please review the syllabus and make sure you order the required materials. Although there are slides for the chapters, you will need the book to ensure you don't miss anything and get all the readings done.

This class is a mix of readings (and homework questions) assignments, discussions, and a final project. This will ensure you get a solid understanding of the legal and ethical issues that

present themselves in sport. In addition, you will be required to locate and synthesize resources to put your final project together, so I encourage you to familiarize yourself with the SRSU library database searches as early as possible.

I encourage you to not wait to read the assigned chapters until the last day of each week. If you take the time to read a chapter or two per day during the week, you will find that the reading is not overwhelming. I suggest blocking time for this class in your weekly schedule. The due dates for the readings, assignments, discussions, quizzes, and final paper are listed in Blackboard, as well as in your syllabus, so please pay attention to those due dates. All in all, time management will be critical to succeed in this course (as in all your courses).

I'm looking forward to an interesting, fun, and rewarding semester!

Getting Help

SRSU Graduate Center

The Graduate Student Center, located in **BAB 104**, provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers, which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group study. Both Alpine and distance education students can receive writing and other assistance by calling 432-837-8524.

Blackboard

Navigating Blackboard and this course is essential to your success as a student. If you have problems submitting assignments, contact the support staff listed below.

Mon-Fri 9:00 am - 6:00 pm

Sandy Bogus: sbogus@sulross.edu; phone 432-837-8523

Sat-Sun 11:00 am - 6:00 pm

Rusty Klein: rklein@sulross.edu; phone 432-837-8595

McGraw Hill Connect

If you have any technical issues or questions, please contact McGraw-Hill's Customer Experience Group at 1-800-331-5094.

Computer and Digital Literacy Skills

To be successful in this course, students are expected to be able to:

- Use a learning management system (LMS); specifically, Blackboard Learn
- Search the World Wide Web and efficiently use a web browser such as Firefox
- Have a basic understanding of their computer operating system
- Use Adobe Reader to view and download PDF documents
- Use email
- Play audio/video files
- Use online libraries and databases to locate and gather appropriate information
- Create and submit files in commonly used word processing formats (specifically Microsoft Office Word)
- Properly cite information sources

Netiquette

When posting or emailing, please remember that professionalism is not only encouraged, but expected. You are practicing your written and electronic communication skills, and want to form good habits before you go out in the work force.

On that note, when posting on the Discussion Board, please keep in mind the following:

- Please be courteous. Don't flame (i.e., post insults, invective, or other personally disrespectful comments) or post flamebait (i.e., deliberately provocative or manipulative material intended or likely to elicit flames).
- Please be careful in the use of sarcasm and irony. Online communication lacks the subtle nonverbal cues that help us interpret such rhetorical flourishes in face-to-face settings, so that it is easy to miss the point or misunderstand. More importantly, it is easy to give or take offense where none is intended. Accordingly, give people the benefit of the doubt, and if you are misunderstood, don't get defensive.
- Avoid typing in all capital letters, as this is considered to be shouting and is considered rude.
- Limit the use of emoticons (emotion icons) to introductions and less formal communication.
- Use proper grammar and spelling. Avoid abbreviations and informal language. Text messaging abbreviations are not appropriate.
- Be tolerant of those who are still learning how to use this forum (e.g., people who accidentally send multiple copies of the same message, PEOPLE WHO FORGET AND LEAVE THEIR CAPS LOCK KEY ON WHEN TYPING).
- Don't post excessively or monopolize the conversation. Remember that multiple shoot-from-the-hip posts are much less effective than fewer carefully-thought-out ones, and that patience in responding will encourage more contributors with a wider variety of ideas and perspectives to participate.

In addition to the above, please keep in mind the following:

- A professional and respectful tone is expected for all course communication.
- Respect the privacy of your classmates and what they share.
- Understand that we may disagree and that exposure to other opinions is part of the learning experience.
- Be respectful of the views and opinions of others. We are in this together. Before posting a comment, ask whether you would be willing to make the same comment face-to-face.
- Always give proper credit when referencing or quoting another source.
- Be careful with acronyms. If you use an acronym, it is best to spell it out first, then put the acronym in parentheses afterward. For example: Frequently Asked Questions (FAQ)

Methods of Evaluation (See below 'Course Requirements' for more details)

Outcome Measure	Points per unit	Available Points	Percentage of Grade
Connect LearnSmart Chapter Readings Questions	18-19	300	30%
Discussions	50	200	20%
Assignments	100	300	30%
Final Project	200	200	20%
Total/Final Grade*	--	1000	100%

*Letter grading as per SRSU policy will be used in this course.

Note: Satisfactory progress in the HHP program means a cumulative GPA of 3.0 in all core classes (e.g. everything leading up to the final practicum course). In most cases, this means a 'B' or better in each class is considered satisfactory progress.

Late Work Policy

All coursework must be submitted by the provided due dates in Blackboard or Connect. Late work will be subject to the following deductions: Discussions/Responses/Assignments/Quizzes/Final Projects carry a 5% deduction per day late; up to 30% maximum deduction. LearnSmart readings must be completed by the due date for credit.

All Course Requirements Deadline

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of *Tuesday in Week 8 at 11:59pm* to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per above policy.

Academic Dishonesty or Misconduct

Sul Ross State University is committed to the highest standards of integrity and ethical conduct. Participating in behavior that violates academic integrity (plagiarism, etc.) will result in disciplinary action and may include receiving a failing grade for the assignment, failing the course, and suspension and/or dismissal from the University.

Drop Policy

Students are responsible to register and withdrawal from courses themselves, either through Banner (LoboOnline) or by contacting the University Registrar by published deadlines. For information regarding enrollment/registration changes please review the website at:

<http://www.sulross.edu/page/967/schedule-changes-withdrawals>

Tentative Course Calendar

Week	LearnSmart Chapters	Assessments
1 (Aug 22 – Aug 28)	LearnSmart Chapters 1 – 2	DUE: Assignment 1 DUE: Discussion 1 (post by August 26, response by August 28) DUE: LearnSmart questions (chapters 1 – 2)
2 (Aug 29 – Sep 4)	LearnSmart Chapters 3 – 5	DUE: LearnSmart questions (chapters 3 – 5)
3 (Sep 5 – Sep 11)	LearnSmart Chapters 6 – 7	DUE: Assignment 2 DUE: Discussion 2 (post by September 9, response by September 11) DUE: LearnSmart questions (chapters 6 – 7)
4 (Sep 12 – Sep 18)	LearnSmart Chapters 8 – 10	DUE: LearnSmart questions (chapters 8 – 10)
5 (Sep 19 – Sep 25)	LearnSmart Chapters 11 – 12	DUE: Assignment 3 DUE: Discussion 3 (post by September 23, response by September 25) DUE: LearnSmart questions (chapters 11 – 12)
6 (Sep 26 – Oct 2)	LearnSmart Chapters 13 – 15	DUE: LearnSmart questions (chapters 13 – 15)
7 (Oct 3 – Oct 9)	LearnSmart Chapter 16	DUE: Discussion 4 (post by October 7, response by October 9) DUE: LearnSmart questions (chapter 16)
8 (Oct 10 – Oct 14)		DUE: TERM PROJECT DUE BY WEDNESDAY, OCTOBER 12, 2022

Course Requirements

Discussions

200 points total (Four discussions at 40 points for 'posts'; 10 points for 'responses')

'Posts'

Each post is worth 40 points. To create a thread, click on the hyperlink to the discussion and then click on create new thread. Put a short title and the week number in the subject line (e.g., Sports Shorts article – week 2). Please only respond directly in the message area, no attachments.

'Responses'

Each response is worth up to 10 points. Under each discussion post, you must read and respond to one of your classmate's original discussion posts. Responses are due 48hrs after the original discussion due date. The response must be more than "good job," "I like what you said," etc. It must be a substantial response, as if you were having a discussion on the topic in class. Specifically, a substantial response would include, but not be limited to adding to the discussion with further information you find (cite your source), asking relevant questions, describing application to sports, health or performance, as well as providing constructive criticism / a different viewpoint. Responses should be professional/academic responses and not chat room or informal language. To respond to another's post, click on their post and then choose reply. Title the subject of your response with your "Last name" and "response to Authors Last Name Week 3 post" (e.g., Maestas' response to Henderson's Week 3 post).

Connect LearnSmart

300 points total (18-19 points per chapter)

LearnSmart is an interactive reading program provided through McGraw-Hill Connect. These modules will guide you through each individual chapter asking questions to assess your knowledge along the way.

Assignments

300 points total (Three assignments at 100 points per assignment)

The assignments provide a real-world / practical application of the course content. There will be three assignments throughout the semester.

Final Project

200 points total

This Term Project will be a Risk Management manual, and will require you to read and understand the Risk Management and HR slides in week 4. Detailed instructions on this assignment are found in the Term Project Word document in Week 4 in Blackboard.

Learner Support

SRSU Disability Services

ADA (Americans with Disabilities Act): SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

Grading Rubric

	Does Not Meet 50%	Partially Meets 60%	Does Not Fully Meet 70%	Meets 80%	More Than Meets 90%	Exceeds 100%
CONTENT/IDEAS 20%	Writing is extremely limited in communicating knowledge, with no central theme.	Writing is limited in communicating knowledge. Length is not adequate for development.	Writing does not clearly communicate knowledge. The reader is left with questions.	Writes related, quality paragraphs, with little or no details.	Writing is purposeful and focused. Piece contains some details.	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.
ORGANIZATION 20%	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is brief and underdeveloped with very weak transitions and closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong beginning, middle, and end, with some transitions and good closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.
VOCABULARY/ WORD CHOICE 20%	Careless or inaccurate word choice, which obscures meaning.	Language is trite, vague or flat.	Shows some use of varied word choice.	Uses a variety of word choice to make writing interesting.	Purposeful use of word choice.	Effective and engaging use of word choice.
SENTENCE FLUENCY / GRAMMAR 20%	Frequent run-ons or fragments, with no variety in sentence structure.	Many run-ons or fragments. Little variety in sentence structure.	Some run-ons or fragments. Limited variety in sentence structure.	Uses simple compound, and complex, sentences.	Frequent and varied sentence structure.	Consistent variety of sentence structure throughout.
CONVENTIONS 20%	Parts of speech show lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Limited evidence of spelling strategies.	Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling.	Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent use of spelling strategies.	Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies.