

COURSE SPECIFICATION DOCUMENT

Academic School:	SLA
Programme:	Liberal Arts Core
FHEQ Level:	3
Course Title:	Sport for Social Change
Course Code:	GEP 3106
Course Leader:	Colin Howley

Student Engagement Hours:	120
Service Learning activity	30
In-class Service learning research and preparation	15
In-class demonstration and practice:	10
Seminar / Tutorials:	20
Independent / Guided Learning:	45

Semester:	Fall/Spring
Credits:	12 UK CATS credits
	6 ECTS credits
	3 US credits

Course Description:

This course focuses on you as a student-athlete, an active citizen and a future employable graduate. How can you engage with the local sporting community to develop your personal and professional skills? In this course, student-athletes will make full use of the research undertaken last semester, and the full range of skills being developed, to get involved in the local sporting community and reflect critically on the effects both on themselves and on others.

This is the second social change course in the Richmond Liberal Arts Core sequence.

Prerequisites: None.

Aims and Objectives:

The aim of this course is to equip student-athletes more fully with a series of attributes applicable both to their transition to university life, by becoming effective

independent learners, and to the demands of sporting workplaces today and tomorrow. It aims to build on and further develop skills introduced in the previous semester, specifically

- enhanced oral presentation skills through a presentation about a sport community activity, employing a range of digital literacy skills
- self-organisational skills through preparation for and completion of a sport community activity/activities
- social perceptiveness, awareness of difference and ethical issues, effective listening, teamwork, leadership and communication skills through involvement in a sport community activity
- critical thinking and reflective writing through a reflective journal, taking account of previous goals set, and employing enhanced digital literacy skills which show an awareness of audience with a range of needs

Programme Outcomes:

A1, A2, A5, A9, B1, B2, B3, B4, B5, B7, B8, B9, B10, B11, B12

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Academic Registry and found at: <http://www.richmond.ac.uk/content/academic-schools/academic-registry/program-and-course-specifications.aspx>

Learning Outcomes:

By the end of this course, successful students should be able to:

- critically reflect on progress towards achieving short-term and long-term goals for university, further academic and professional life and future employability
- understand and implement the enhanced skills required to make an effective oral presentation
- apply knowledge of the use of an increasing range of search techniques, software and applications to carry out specific tasks
- show understanding of the effects of active citizenship both on themselves and others in sporting communities

Indicative Content:

Transition to the University community:

Progress towards goals

Development of transferable skills: includes emotional intelligence and leadership

CV creation

Course planning

Academic skills across the curriculum:

- Enhanced oral presentation skills
- Project research and writing
- Development of PDP
- Development of reflective writing

Service learning:

- Preparing for and progress towards completion of service learning activity/activities and related project
- Awareness of relevant ethical issues

Digital Literacy:

- Further information Literacy skills
- Video/photography skills for project work
- Using online resources to enhance accessibility
- Using social media as a project and an employability tool
- Enhanced graphic presentation skills

Assessment:

This course conforms to the Richmond University **Service Learning and Internship Assessment Norms.**

Teaching Methodology:

During the second semester, sport community activities will take the place of some specified time in the classroom, but one-to-one or small group meetings to provide support and discuss progress will also take place, leading to individual self-reflection. Student-athletes will be encouraged to share experiences and provide peer feedback on classroom tasks and activities. Peer mentors and senior student-athletes will also share their related experiences, and student affairs personnel will provide support and advice. Digital literacy skills will be taught and practised in the computer lab and on laptops in the classroom, with experimentation outside the classroom.

Indicative texts:

Bell, Douglas. Passport to academic presentations. Garnet Education 2014.
Williams, Kate, Mary Woolliams and Jane Spiro. Reflective Writing. Palgrave Macmillan 2012.

Bibliography:

Cottrell, Stella. Skills for Success – Personal Development and Employability. Palgrave Macmillan 2010

Web Sites:

<http://www.prepareforsuccess.org.uk/>
http://www.elanguages.ac.uk/los/dl/what_is_digital_literacy.html
<http://www.jisctechdis.ac.uk/techdis/home>

