

**SPORT SCIENCE & MANAGEMENT**  
**SS3335 SPORT IN SOCIETY**

<b>Academic Year</b>	2025-26	<b>Semester</b>	2
<b>Course Coordinator</b>			
<b>Course Code</b>	SS3335		
<b>Course Title</b>	Sport in Society		
<b>Pre-requisites</b>	-		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	39		

**Course Aims**

This course is designed to cover a body of knowledge in the sociology of sport and to think sociologically about sports. It introduces you to the societal issues of sports, including physical education (PE) in the respective countries. This course also develops your critical thinking and analytical skills based on observing documentary evidence and doing fieldwork, so you will be able to learn how to evaluate and compare sports in respective locations.

This course also examines the cultural elements of the development of PE and sports in society today with a Singaporean perspective and international comparisons. Diverse social phenomena relating to PE and sports experienced in the real world using sociological imagination will be introduced. Using theoretical frameworks to undertake the course is also relevant to broader lifelong education objectives.

**Intended Learning Outcomes (ILO)**

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

1. identify the characteristics of a sporting culture in terms of the ongoing expression of the fundamental values of people who have shared similar experiences and claim a common identity in sport.
2. apply sociological creativity to the sporting context in Singapore and understand the various social and cultural contexts of sports, local and international, linked to individual and group experiences.
3. analyse the social structures surrounding sport by exploring present ideas and knowledge in the field of sociology of sport, such as concepts, theories and studies.
4. recognise the synergistic relations between sports and society.
5. envisage the continuing development of sports within 21<sup>st</sup>-century Singapore.

## Course Content

The following topics will be covered:

1. Sociological understanding of sport (body of knowledge, theories and studies)
2. Contextual information associated with the emerging culture of Sports in Singapore
3. Sports with the social system
4. Sports with power-knowledge relations in Singapore
5. Contemporary issues such as gender, race, equity, and equality in sports in the respective countries

## NTU Competencies & Graduate Attributes

### NTU Competencies

Character	√
Competence	√
Cognitive agility	√

### NTU Graduate Attributes

Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Care for Society	Advanced
2. Collaboration	Intermediate
3. Curiosity	Intermediate
4. Transdisciplinary	Basic
5. Critical Thinking	Advanced

## Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Written Assignment	1-5	30%	Individual	Appendix 1
2. Presentation	4, 5	20%	Team	Appendix 2
3. Final Examination	1-5	50%	Individual	
Total		100%		

## Formative Feedback

Feedback for learning will be verbally provided during each laboratory class session, where you have the opportunity to learn techniques and apply yourselves to problems related to each organ system.

During the completion of the Group Presentation, you will be provided with verbal feedback as a group pertaining to your assessed performance. Generic verbal and written feedback will be provided to the class for the test and examination.

## Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning
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	<b>outcomes?</b>
Lectures	Lectures will provide information for key learning concepts and theories and support understanding of key concepts
Online Learning	Time will be given for learning from online materials as a part of the flip teaching approach. These materials will support key concepts covered in lectures and laboratories.

## Reading and References

### NIE Research and Publications

1. Chung, H. J. (2023). An archaeological discourse analysis of physical education as challenging in South Korea primary schools. *Asia Pacific Journal of Education*, 43(1), 50-61. [SSCI]
2. Lau, E. S., Chung, H. J., & Chia, Y. H. M (2020). Voices of Singapore national beach volleyball female athletes: What is an ideal coach? *International Journal of Sports Science and Coaching*, 15(5-6), 642-652. [SSCI]
3. Bu, E. Q. L., & Chung, H. J. (2018). Barriers towards exercise and physical activity of different ethnic groups in middle-aged female Singaporeans, *Journal of Exercise Rehabilitation*, 14(5), 739-745.
4. Fadzal, I. N. J. B., & Chung, H. J. (2018). Overcoming the stereotypes of masculinity in Singaporean elite level male gymnasts. *The Asian Journal of Kinesiology*, 20(4), 30-42.
5. Chew, W. C. E., Chung, H. J., & Lee, J. W. (2017). Sports clubs and organisations in changing times: The case of Singapore. In F. Trotier, & A. Bairner (Eds.), *Sport and body cultures in East and Southeast Asia* (pp. 71-86). London: Routledge.

### Other Readings and References

#### Recommended Texts

1. Coakley, J. (2021). *Sports in Society: Issues and controversies* (13<sup>th</sup> ed.). New York: McGraw-Hill.
2. Houlihan, B., & Malcolm, D. (2015). *Sport and Society: A student introduction* (3<sup>rd</sup> ed.). London: Sage Publications Ltd.
3. Aplin N.G. (2009). The Passage of Time: Laying the Foundations for Sport. In N.G. Aplin (Ed.), *Perspectives on Physical Education and Sport Science in Singapore: An Eye on the Youth Olympics 2010* (pp. 1-18). Singapore: McGraw Hill.
4. International Sociology of Sport Association. (n.d.). Retrieved from – <https://issa1965.org/>

5. *North American Society for the Sociology of Sport. (n.d.). Retrieved from – <https://nasss.org/>*

## **Course Policies and Student Responsibilities**

### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory – punctually, submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

### (2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick, supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

### (3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

## **Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognise your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [NTU Student Academic Integrity Policy and Procedures link](#) in the Student Portal for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Special note: Generative AI tools will be allowed to the extent stipulated for each assignment in the assignment instructions, and any such use must be duly referenced or disclosed.

**Course Instructors**

Instructor	Office Location	Phone	Email
TBA			

**Planned Weekly Schedule**

Week	Topic	ILO	Readings/ Activities
1	Introduction & Status of PE & Sports in Singapore	1-5	Ministry of Education (2017). Exercise and Sports Science Syllabus. MOE, Singapore.
2	Gender & Sports	1-5	
3	Race & Sports	1-5	
4	Contemporary Issues in PE & Sports	1-3	Field Study
5	Sports Mega-events	1-5	
6	Presentation (1)	4, 5	Societal Issues 1: Gender & Race
7	Theoretical Framework	1	Self-Directed Learning
Recess Week			
8	Sports Facilities & Programmes	1-5	.

9	Sports & Social Problem	1-5	
10	Sports in Singapore	1-3	Field Trip
11	Sports & Organisation	1-4	
12	Presentation (2)	4, 5	Societal Issues 2: Equity & Equality
13	Revision	1-5	

**Appendix 1: Assessment Criteria for Written Assignment (30%)**

<b>Dimensions</b>	<b>A+, A, A-</b>	<b>B+, B</b>	<b>B-, C+, C</b>	<b>D+, D</b>	<b>F</b>
<b>Knowledge Synthesis and Articulation (max 8%)</b>	Consistently translated the literature into well-articulated tasks and thinking processes. Presented knowledge that was complete.	Good translation of the literature into tasks. Adequately address minor gaps in knowledge.	Somewhat translated the literature into tasks. A need to address some gaps in knowledge.	Sporadically translated the literature into tasks. A need to address obvious gaps in knowledge.	Has not translated the literature into tasks. A need to address a significant number of gaps in knowledge.
<b>Relevance, Clarity &amp; Accuracy (max 7%)</b>	Scope and thrust of the project were very clearly represented. The project content was very well-organised thoroughly researched, and ideas were well-developed with evidence.	Scope and thrust of the project were well represented. The project content was well-organised and was relevant and substantiated with evidence.	Scope and thrust of the project were adequately represented. The project content was adequately organised, but ideas were underdeveloped, and evidence may be misinterpreted.	Scope and thrust of the project were poorly represented. The project content was poorly organised and did not adhere to academic standards.	Scope and thrust of the project were not organised.
<b>Breadth &amp; Depth (max 8%)</b>	The breadth and depth of the project content was very appropriate and very well-defined, including the critical / core content.	The breadth and depth of the project content was appropriate and fairly well-defined, including the critical / core content.	The breadth and depth of project content was somewhat too narrow/shallow and not so clearly defined. The critical/core content was implied / unclear.	The breadth and depth of the project content was unrealistic/vague. The critical / core content was ignored / missing.	Serious lack of breadth and depth of the project content.
<b>Format &amp; Presentation</b>	References are	References were fairly	References were	References were	References were absent,

<ul style="list-style-type: none"> <li>• <b>References</b></li> <li>• <b>Appendices</b></li> </ul> <p><b>(Materials Reflected)</b> <b>(max 7%)</b></p>	<p>comprehensive and consistently well presented, fully adhering to APA conventions. Appendices were comprehensive and reflected useful resources and materials meaningfully.</p>	<p>comprehensive and well presented. Conventions are adhered to. Appendices reflect good, relevant resources and materials.</p>	<p>somewhat comprehensive and presented. Conventions are adequately adhered to. Appendices reflect somewhat relevant resources and materials.</p>	<p>incomplete or inconsistently presented, with lapses in convention. Appendices were slim, giving a vague idea of resources and materials used.</p>	<p>skimpy, or poorly presented. Appendices were not included or reflected little useful information.</p>
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## Appendix 2: Assessment Criteria for Presentation (20%)

Dimensions	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Quality of presentation (max 6%)</b>	Information provided clearly answers the question set out. Presentation was clear, and the flow was coherent and logical. Pace was appropriate.	Information mostly answered the question set. Presentation was mostly clear, and the flow generally coherent and logical.	There were weaknesses or absences in the information provided, and the flow of presentation was unclear at times.	Much of the information provided did not answer the question, and the flow was difficult to understand.	Little relevant information and unclear flow.
<b>Understanding of material (max 4%)</b>	Demonstrated a very good understanding of the material. Able to answer questions in a poised and articulate manner with a high level of confidence.	Demonstrated a good understanding of the material. Able to answer most of the questions clearly and with confidence.	Demonstrated a basic understanding of the material. Able to answer some of the questions clearly but lacks confidence at times.	Demonstrated a weak understanding of the material. Has difficulty answering questions and lacks confidence.	Did not demonstrate any understanding of the material. Unable to answer questions.
<b>Use of technology (max 4%)</b>	Used relevant technology very well to supplement and enhance the quality of presentation.	Good use of technology to improve the presentation.	Some use of technology to help improve the presentation.	Little use of relevant technology in the presentation.	No clear use of technology in the presentation.
<b>Communication and teamwork (max 6%)</b>	Communication was very clear and easy to understand. All members of the team make active contributions.	Communication was clear and easy to understand most of the time. Most members of the team make good contributions.	Communication was unclear at times. Varied contributions of different team members.	Communication was unclear and difficult to understand. Most contributions provided by a single team member.	Communication was unclear and not possible to understand. No team member makes an active contribution.

\*All individuals within the group are expected to contribute to work involved in the planning, data collection and output. An individual's score may vary from that of the team based on feedback and observations in this area.