



WW-HUMN 256
Baseball History and Statistics
Online Course Syllabus
Worldwide 2022-08 August

Course Information

Credit Hours: 3

Delivery Method: Online (Internet/Canvas)

Instructor Information

Name

Lilia Anand

Email

anandl@erau.edu

Title: No materials are required for this course. Resources are provided in the course activities.

Suggested Course Materials

Title: Publication Manual of the American Psychological Association

ISBN: 978-1433832161 (Paperback), 9781433832185 (eBook)

Authors: American Psychological Association

Publisher: American Psychological Association

Publication Date: 2020

Edition: 7th

Catalog Course Description

Examines the history of baseball, from the sport's beginnings in the nineteenth century to the present day. Places baseball history in the context of American history, revealing how the national pastime has both reflected and influenced American society. Provides an overview of some of the statistics and statistical models used to measure and evaluate player performance, including not only such traditional statistics as batting average, slugging percentage, and earned-run average but also newer, more advanced metrics such as Wins Above Replacement and Weighted On-Base Average.

Prerequisite(s): None

Course Goals

This interdisciplinary course is designed to introduce students to baseball history and statistics, using the broader currents of U.S. history as a backdrop. Students will study the game's greatest players, teams, games, and events and make connections between the story of baseball and the larger story of American history. They will also learn to calculate standard baseball statistics and some of the newer advanced metrics.

Student Learning Outcomes

1. Recognize and discuss major players, teams, and events from the history of baseball.
2. Explain the relationship of baseball to the economic, social, cultural, and political experiences of the American nation.
3. Produce well-reasoned and substantiated written work on course subject matter.
4. Examine and evaluate the usefulness and validity of primary and secondary sources related to the history of baseball.
5. Calculate a variety of baseball statistics.
6. Use player or team statistics as quantitative evidence of value.

Grading

Scale	Grade
90 - 100	A (Superior)
80 - 89	B (Above Average)
70 - 79	C (Average)
60 - 69	D (Below Average)
0 - 59	F (Failure)

Evaluation Items & Weights

Discussions	25%
Stats Assignments	25%
Research Paper Topic Selection	03%
Annotated Bibliography	05%
Outline	05%
Narrated Presentation	12%
Research Paper	25%
Total	100%

Discussions

Each module features a discussion assignment based on the course materials for the module week. Through the discussions, you will explore course topics in-depth, exchange ideas, and learn from each other. Your responses to the discussion prompts should be at least 200 words long and demonstrate thoughtful consideration and analysis of the topic.

In each discussion, you will also be asked to reply to at least two of your classmates' posts. Your replies should analyze your classmates' arguments and provide substantive, meaningful feedback. Each reply should be between 50-100 words.

Stat Assignments

Modules 1-4 and 6-8 feature assignments that will introduce you to a variety of baseball statistics. The early modules emphasize traditional statistics such as batting average and slugging percentage; the later modules will focus on more modern and advanced statistics like WAR. These assignments will ask you to calculate statistics and evaluate player performance.

Research Paper Topic Selection

In this class, you will write an 8- to 10-page research paper on a player who you believe should be in the Hall of Fame. To facilitate your research and writing, you will complete "mini" assignments on your topic in Modules 1, 3, 4, and 5. The research paper is due by the end of Module 9.

In Module 1, you will choose the player you wish to write about and briefly justify your choice. Your topic/player must be approved by the instructor before you can begin your research.

Annotated Bibliography

After conducting preliminary research on the player you chose, you will create and submit a descriptive annotated bibliography in Module 3. Your bibliography should

consist of a minimum of two primary and two secondary sources. Follow current APA guidelines for formatting your bibliography.

Outline

In Module 4, you will submit an outline using the outline information provided for you in the modules. The purpose of the outline is two-fold. First, it will help you organize what you have learned to date about the player you chose for the Hall of Fame. Second, the outline will serve as your speaking notes for the narrated presentation.

Narrated Presentation

In Module 5, you will create and upload a 10- to 15-minute narrated slideshow on your player. In your presentation, you will argue for his induction into the Baseball Hall of Fame. You will receive feedback on your presentation from your instructor and peers. Use this feedback as a guide for additional research on your player.

Research Paper

You will submit your research paper on your player in Module 9. The paper marks the culmination of the work you began on your player in Module 1.

The paper should consist of a title page, 8 to 10 pages of text, and a reference list. No abstract is required. At least three primary and four secondary sources are required. Format your paper using current APA guidelines.

Disability and Special Needs

ERAU-WW is committed to the success of all students. It is a University policy to provide reasonable accommodations to students with disabilities, who qualify for services. If you would like to request accommodations due to a physical, mental or learning disability, please contact the Disability Services Support Office at 386-226-7334 or via email at wwdss@erau.edu. ALL DISCUSSIONS ARE CONFIDENTIAL.

Additional Information

APA Format

Go to the [APA website](#) for additional information about the *American Psychological Association Publication Manual*.

Library

Embry-Riddle Aeronautical University has one of the most complete library collections of aviation-related resources in the world. The Hunt Library is the library for all Worldwide students regardless of location. For help finding resources for your assignment, project, or topic, or to learn more about the library services available to you, please contact our librarians using the following information:

- [Hunt Library Worldwide: Information, Services, Help](#)
 - [Library Basic Training](#)
 - [Ask-a-Librarian](#)
 - [Library Hours](#)
- Contact Information
 - Email: library@erau.edu

Title IX

[Title IX of the Education Amendments of 1972](#) ("Title IX") is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities receiving any Federal funds must comply with Title IX.

The Title IX Office oversees compliance of Title IX Sexual Harassment in accordance with Federal Regulations as well as incidents falling under the University Sexual Misconduct policy. Policy violations can include sexual harassment or sexual violence, such as rape, sexual assault, sexual misconduct, sexual battery, sexual coercion, and stalking.

Anyone **may** report suspected or known violations directly to the Title IX Office. However, there are certain persons / offices who **must** report incidents to the Title IX Office (mandatory). Those are Campus Safety & Security, Dean of Students (or designee), Vice President of Human Resources (or designee). Please refer to the policy and/or contact the Title IX Office for more specifics related to filing a report.

Title IX Office

Phone: 386/226-6677; 386/481-9131; 386/241-1881

Email: wwtitle9@erau.edu or meyerspa@erau.edu

Website: <https://worldwide.erau.edu/administration/diversity>

Form: [Online Complaint Form](#)

Course Policies

Academic Integrity

Embry-Riddle is committed to maintaining and upholding intellectual integrity. All students, faculty, and staff have obligations to prevent violations of academic integrity and take corrective action when they occur. The adjudication process will involve imposing sanctions which may include, but are not limited to, a failing grade on the assignment, a failing grade in a course, suspension, or dismissal from the University, upon students who commit the following academic violations:

1. Plagiarism: Presenting the ideas, words, or products of another as one's own. Plagiarism includes use of any source to complete academic assignments without proper acknowledgment of the source. Reuse or resubmission of a student's own coursework if previously used or submitted in another course, is considered self-plagiarism, and is also not allowed under University policy.
2. Cheating: A broad term that includes, but is not limited to, the following:
 1. Giving or receiving help from unauthorized persons or materials during examinations.
 2. The unauthorized communication of examination questions prior to, during, or following administration of the examination.
 3. Collaboration on examinations or assignments expected to be, or presented as, individual work.
 4. Fraud and deceit, that include knowingly furnishing false or misleading information or failing to furnish appropriate information when requested, such as when applying for admission to the University.

Note: The Instructor reserves the right to use any form of digital method for checking plagiarism. Several electronic systems are available and other methods may be used at the Instructor's discretion.

Online Learning

This course is offered through Embry-Riddle Online (Canvas) and runs nine (9) weeks. The first week begins the first day of the term and ends at midnight EDT/EST (as applicable) seven days later. Please note that all assignments, unless otherwise indicated, are due by 11:59p.m. EDT/EST on the date shown. Success in this course requires in-depth study of each module as assigned, timely completion of assignments, and regular participation in forum discussions.

Late work should be the exception and not the rule and may be downgraded at the discretion of the Instructor, if accepted at all. Unless all work is submitted, the student could receive a failing grade for the course. Extensions may be granted for extenuating circumstances at the discretion of the Instructor and only for the length of time the Instructor deems appropriate. The most important element of success in an online course is to communicate with your Instructor throughout the term.

Conventions of “online etiquette,” which include courtesy to all users, will be observed. Students should use the Send Message function in Canvas for private messages to the Instructor and other students. The class discussion forums are for public messages.

It is highly recommended that students keep electronic copies of all materials submitted as assignments, discussion posts and emails, until after the end of the term and a final grade is received. When posting responses in a discussion forum, please confirm that the responses have actually been posted after you submit them.

Course Specific Policies

Late Work Policy: All course work is expected to be completed on time and should be submitted before 11:59 PM ET on the date indicated in the Course Schedule below. Unless otherwise specified in this document, late work will be downgraded 10% for each day it is past due, up to 5 days beyond the deadline. After that, a permanent score of zero (0) will be entered in the Canvas Grades area (Note: please look in the “Assignments” section of the syllabus for more instructions). Please coordinate with the instructor as soon as possible if you know your assignment will be late. In some special cases, a penalty-free extension might be granted if you provide your expected date of submission in addition to the reason you cannot make the deadline (expect to provide supporting documentation). Keep in mind that you are always allocated a sufficient time to complete your assignments, so difficulties encountered less than 24 hours prior to the deadline will not be viewed in a favorable light.

Exceptions: Instructors may choose to develop and implement their own policies

regarding the following:

1. Discussion boards (initial posts and replies to classmates)
2. Assignments submitted after the last class day
3. Assignments submitted using third-party integrations

Any such deviations must be clearly posted in the announcements, instructor bio, and online office (as well as any other appropriate location).

Course Schedule

First Inning – Play Ball! The Origins and Early Years

Dugout Chatter: Meet Your Classmates
Resources
Dugout Chatter: Baseball's Origins
Stats: He Gets on Base
Assignment: Pick a Hall of Famer

Second Inning – Up to Bat: The Dead-Ball Era

Resources
Dugout Chatter: The Dead-Ball Era
Stats: Now Pitching

Third Inning – Home Run! The Age of Ruth

Resources
Dugout Chatter: Babe Ruth: American Icon
Stats: Swing with Everything You Got
Assignment: Annotated Bibliography

Fourth Inning – “Keep Baseball Going”: Baseball in Depression and War

Resources
Dugout Chatter: Depression and War
Stats: Just a Bit Outside
Assignment: Presentation Outline

Fifth Inning – The Age of Integration: Baseball's Great Experiment

Resources
Dugout Chatter: Jackie Robinson and Integration
Assignment: Narrated Presentation

Sixth Inning – “California Here We Come!”: Baseball During the Relocation and Early Expansion Era

Resources
Dugout Chatter: Expansion and Relocation
Stats: Be Alert, Be Focused

Seventh Inning – AstroTurf and Other Stuff: Baseball During the 1970s and 1980s

Resources
Dugout Chatter: The Impact of Free Agency
Stats: Talent, Luck, or a Bit of Both?
Heads-Up: Research Paper

Eighth Inning – Rounding Third: Baseball in the 1990s and 2000s

Resources
Dugout Chatter: Strikes and Steroids
Stats: Let's Compare

Ninth Inning – Safe at Home: The State of the Game

Resources
Dugout Chatter: Lies, Damned Lies, and Statistics
Assignment: Research Paper

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Last Updated: 11/20/2021

By: John Paul Hill

Summary

- Before you begin the course, read the Important Course Information and other items in the Start Here module. If you have any questions, please contact your instructor.
- Visit the Modules area for an overview of the course structure and direct navigation to all course content.
- All assignments due by 11:59 pm ET.

Date Due	Name (link)	Event Type	Points
8/14	Module 1 Stats: He Gets on Base	Assignment	100
8/14	Module 1 Dugout Chatter: Meet Your Classmates	Discussion	100
8/14	Module 1 Dugout Chatter: Baseball's Origins	Discussion	100
8/14	Module 1 Assignment: Pick a Hall of Famer	Assignment	100
8/21	Module 2 Dugout Chatter: The Dead-Ball Era	Discussion	100
8/21	Module 2 Stats: Now Pitching	Assignment	100

Date Due	Name (link)	Event Type	Points
8/28	Module 3 Assignment: Annotated Bibliography	Assignment	100
8/28	Module 3 Stats: Swing with Everything You Got	Assignment	100
8/28	Module 3 Dugout Chatter: Babe Ruth: American Icon	Discussion	100
9/4	Module 4 Dugout Chatter: Depression and War	Discussion	100
9/4	Module 4 Stats: Just a Bit Outside	Assignment	100
9/4	Module 4 Assignment: Presentation Outline	Assignment	100
9/11	Module 5 Dugout Chatter: Jackie Robinson and Integration	Discussion	100
9/11	Module 5 Assignment: Narrated Presentation	Discussion	100
9/18	Module 6 Dugout Chatter: Expansion and Relocation	Discussion	100
9/18	Module 6 Stats: Be Alert, Be Focused	Assignment	100
9/25	Module 7 Stats: Talent, Luck, or a Bit of Both?	Assignment	100
9/25	Module 7 Dugout Chatter: The Impact of Free Agency	Discussion	100
10/2	Module 8 Stats: Let's Compare	Assignment	100
10/2	Module 8 Dugout Chatter: Strikes and Steroids	Discussion	100
10/9	Module 9 Assignment: Research Paper (PLG1)	Assignment	100
10/9	Module 9 Dugout Chatter: Lies, Damned Lies, and Statistics	Discussion	100
	Student Lounge	Discussion	0
	Online Office	Discussion	0