SCOREBOARD, BABY
A Story of College Football, Crime, and Complicity

"The most harrowing book I have ever read about college sports."
—BUZZ BISSINGER, author of Friday Night Lights
2013 CAMPUS READ:

Teacher’s Resource Guide
Acknowledgments

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Dear Reader,

Welcome to the second year of UW-Platteville’s Campus Read program! The purpose of a Campus Read is to bring the university and Platteville community together by providing a commonly-experienced “springboard” for discussion of provocative, sensitive, but crucial issues with which we, as educated, caring, thinking human beings wrestle.

The Campus Read Committee is charged with choosing a book that relates to the content of numerous disciplines across campus. *Scoreboard, Baby* meets each of these expectations, for it raises questions regarding the prioritization of athletics at Division I institutions (UW-Platteville is Division III—a very different environment), and it raises issues of race, responsibility, and complicity. It highlights flaws in our educational, legal, and socio-economic systems. Centrally, it raises questions about our values as individuals and as a society. What we value dictates how we spend our time and our money. It also determines how we treat ourselves and others.

I want to make you aware that *Scoreboard, Baby* was a controversial choice for the committee. We feared that it would be for some an indictment of all college athletics. We also feared that because the athletes featured in this exposé are men of color and the people in power who “use” these athletes are white that the book would create or reinforce racial stereotypes. It would be easy for many readers to conclude that problems described here are simply problems of race or college athletics. We ask readers to dig deeper than that. We believe that a Campus Read should provoke discussion, what we hope to be civil discourse, on topics such as these. It is these difficult, sensitive topics that bring us closer to truth and help us determine what is right in terms of policy and behavior. Not talking about such issues is what allows social problems to flourish.

My personal excitement about the Campus Read program is that I love books and reading. I hope that reading a book that is intense and informative that draws the reader in will inspire those of you who don’t consider yourselves “readers” to read more and to discover that the world of books, of words, of reading, is an entertaining treasure trove of stories, ideas, and insights.

Finally, mark your calendar for Oct. 10, 2013, when author Ken Armstrong will be on campus to discuss *Scoreboard, Baby* with the UW-Platteville community. It promises to be an exciting event. I look forward to seeing you there!

Sincerely,

Mittie N. Den Herder, Provost and Vice Chancellor for Academic Affairs
Exploring “Complicity”

The “complicity” writing exercise will be most effective if you give the assignment to the students at the beginning of the semester before they begin reading the book. You might take some time throughout the semester to discuss the question of complicity in smaller sections of the book, such as the divisions marked by the Washington alma mater.

During those discussions, you can ask the students to work together in groups for about 10 minutes to make lists of who the actors are and whether or not they seem to be complicit in the problems unfolding so far. Then ask each group to appoint a representative to write their list on the board. You might then facilitate a discussion of similarities and differences between the lists—chances are the lists will be very similar, but perhaps some groups will have found complicity in places where others haven’t.

These intervening discussions should help students sort through their own thinking about complicity, so that by the end of the book and the time comes to begin writing, students will have had the opportunity to discuss the issue with their peers and gain some clarity about the arguments.

As a reminder, you might review the assignment with students after all of the discussions are complete but before they begin writing. Stress to the students that “correctness” here will be determined by how well they define the concept of complicity and provide support from the book for their choices.

Activity

The subtitle of Scoreboard, Baby is A Story of College Football, Crime, and Complicity, and yet the authors never give the readers a precise, bulleted list of everyone who is “complicit” in this story. That is, it’s not tied up in a neat little package—“here are all the people who are complicit in these crimes and other abuses.”

While you’re reading

Think about the actors and, perhaps, factors, which are complicit in the crimes, ethical breaches, and other serious problems highlighted in the book, and make a list as you read. Don’t worry about ranking them at first but rather make notes under a general heading and write a word or phrase to explain why you think those people or factors are complicit.
In thinking about the question of complicity, you might want to consider these synonyms from Merriam Webster: *collusion, connivance, conspiracy*; and these related words: *chicanery, foul play, skullduggery, double dealing, duplicity, cover-up, frame-up, setup, intrigue, plot, scheme*. One thing you might note about all of those words is that they seem to be very active. Also, according to one definition in dictionary.com, to be complicit means “choosing to be involved in an illegal or questionable act, especially with others.” However, one important question to consider as you read is whether it’s possible to be passively complicit and whether any of the people in this story appear to be passively complicit in the crimes and abuses portrayed. On the other hand, even if they are behaving passively, are they still making a choice?

**Start Writing**
Finally, after you’ve finished the book and had a chance to reflect on the story, review your list and pick out the actors (or factors) which seem to be most complicit in creating the culture at Washington State. In an essay of approximately 2-3 pages, discuss the choices you made.

You should begin with an opening which references the book, offers a brief summary, and defines the issue of complicity and why it is important to explore the subject. Be sure to include some discussion of the question of active versus passive complicity. The body of the essay will consist of a discussion of your choices (not a list!) and examples from the book supporting your choices.

**Use Your Resources**
Be sure to use whatever resources you need to assure proper MLA style, grammar, and mechanics. Also, don’t forget to go the UW-Platteville **Writing Center** at 306 Brigham Hall where you will get constructive feedback on your drafts or even get help brainstorming your topic. To make an appointment, call 608.342.1615.
Key Figures and Themes

These two assignments are reading and writing assignments. First, you assign (or ask students to choose) a key figure or a key theme to follow and take particular note of while they’re reading the text. This gives them something to engage with and particularly look for while reading, which can help students stay focused. You might also choose to have them turn in a reading log where they present the notes they took while reading (page numbers, key facts or details, what sources were used, etc.)

1.) Key Figures

While you’re reading

Armstrong and Perry exhaustively researched all the people and events they wrote about in Scoreboard, Baby and tried to give well-rounded views of all the main participants, far beyond “just the facts, ma’am.” This assignment will ask students to create profiles of specific key figures discussed in the book. While you read the book, make a note of where your assigned figure appears, how Armstrong and Perry describe him or her, where they got their information, what details and background they include, and how they paint the picture of this figure throughout the book.

What, in your opinion, are the key details that Armstrong and Perry present about this person? What aspects and background information, both positive and negative, do Armstrong and Perry provide to create an accurate and fair portrayal of this person and his or her actions?

The document you will produce

Write an analysis of how Armstrong and Perry build up a depiction of this figure using a variety of information and sources AND how this figure relates to one or more of the themes, issues, or “big ideas” of the book as a whole.

Possible key figures

Jeremiah Pharms, Rick Neuheisel, Curtis Williams, Jerramy Stevens, Anthony Vontoure, Marques Tuiasosopo, Anthony Kelley, Marie, Barbara Hedges, Kerry Sullivan, Maryann Parker, Norm Maleng, Jim Lambright, King County Prosecutor’s Office, and Mike Hunsinger.
2.) Key Themes

While you’re reading
There are many issues and themes that are developed throughout *Scoreboard, Baby*. While reading, make a note of where your assigned theme or idea appears and how Armstrong and Perry explore it. Note also what kind of sources and information they call upon in their exploration.

The document you will produce
Provide an accurate and thorough overview of how Armstrong and Perry present your assigned theme and how it appears throughout the book. Make sure you include plenty of specific details, examples, and facts from the text to support your overview. Then, analyze what you think Armstrong and Perry are trying to convey to their readers. What ideas or opinions do you think the authors want you to take away from your reading of the text? What are the stakes of the theme as it is presented in the book; in other words, why does it matter?

Key themes and issues
Complicity, sexual assault/rape culture, the role of the media, entitlement, academics, compensation, exploitation, justice/fairness, race, equality, criminal justice system, alcohol/drugs, role of coaches, and the role of community/boosters
Philosophy and Ethics

While designed ostensibly for two philosophy courses, the following essay questions and activities could be modified to fit a wide range of university courses.

Introduction to Philosophy

“But the Rose Bowl season [2001] proved to be the beginning of the end. That mystical, magical season exposed a community’s collective complicity and twisted values. That mystical, magical season dissolved into decline and ruin” (p. 311).

“Reform has about as much staying power in football as it does in politics” (p. 316). Also refer to the “goo-goos, or good-government types [vs. bad]” (p. 134).

Essay Questions for Discussion, Homework, and/or Writing Assignments

• Use and apply two of the Sections in Westphal, Ch. Six: “Time” to examine how memory and the flow of human experience in time construct any one of the stories—the timelines in telling the story and its meaning in Scoreboard, Baby.

• Use and apply two of the Sections in Westphal, Ch. Seven: “Personal Identity” to examine how one’s body and physicality and one’s inner sense and consciousness of self and others help to explain one of the main characters in Scoreboard, Baby.

• Use and apply two of the Sections in Westphal, Ch. Ten: “Meaning of Life” to examine the different sources of value, purpose, and meaning for two of the characters in Scoreboard, Baby.

• Use and apply the existentialism of J. Paul Sartre or Albert Camus in Bruder/Moore, Chapter 8: to examine and discuss key terms such as “bad faith,” “authenticity,” “the absurd,” “self and other,” “standards of right and wrong,” for instance.

• Use and apply the Sections on Marx and Herbert Marcuse in Bruder/Moore, Chapter 11-12: to examine the sources of a person’s needs, wants, desires, and goals in the 1990s, and currently in 2013 for your own generation.
Philosophy 2530: Ethics

Anthony Kelley: “The fact that we might have had people with criminal charges against them, or had bad moral standards with their family, or just made some bad mistakes, one thing they can’t take away from us is the fact that we were all champions at one point in our lives. We all worked together, and we all sacrificed for one another, and we were all the best. And that’s kind of the ultimate thing, where you put aside whatever habits you have in the outside world and sacrifice for your partner next to you…. We were willing to do our best for each other” (pp. 258-259).

“For [Jeremiah] Pharms, football was simple. Life was complicated. He doesn’t like to be by himself,” Tarah had said. By his final year of college, that was no problem….” (p. 206).

Marie: “Now I second-guess people. It still affects me to this day. It was like my life changed in a minute…. It will always be with me. I try to learn from it, rather than let it get me down….when I can control my emotions more …I can go into sororities, and speak to the girls, and say, ‘This is me, and I’m exactly like you” (pp. 291-292).

Essay Questions for Discussion, Homework, and/or Writing Assignments

• Using theories of Justice in Hinman’s text, explain how bargaining or negotiating works in the “game” model, competition and cooperation, compromise, winning and losing in terms of Scoreboard, Baby.

• Using one of the major ethical theories studied in Hinman’s text, debate the following: Do the larger systems and institutions of business, higher education, and politics influence the ethics and culture of college sports and college student-athletes?

• In light of the narrative theory of ethics, use the personal biographies of one or more of the main characters in Scoreboard, Baby to explain the different moral prospects and outcomes in their lives.

• Using gender, diversity, and economic class aspects of ethical theories in Hinman’s text, please analyze the process of learning and developing one’s morality and values in the case of one or more of the main characters in Scoreboard, Baby.
To evaluate the moral crises presented in *Scoreboard, Baby*, use one of the major ethical theories in Hinman’s text. Consider how the gaming and sports culture give rise to new or different ideas of the following: praise and blame, responsibility and accountability as an (1) ‘insider’ (actual or virtual player of the game, coach, academic administrator/college president, legal official, etc.) versus as an (2) ‘outsider’ (e.g., spectator in the stands, or on the coach, television viewer, listener on the radio, reader of sports columns and material).

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**UW-PLATTEVILLE WELCOMES ...**

**KEN ARMSTRONG**

CO-AUTHOR OF *SCOREBOARD, BABY: A STORY OF COLLEGE FOOTBALL, CRIME, AND COMPLICITY*

**THURSDAY, OCT. 10**

VELZY COMMONS, ULLSVIK HALL, UW-PLATTEVILLE CAMPUS

FORUM FROM 4:30–6 P.M.

BOOK SIGNING TO FOLLOW

To request disability accommodations, please contact WATR at 608.320.3165.
Media Analysis

Assignment 1
The mass media often are accused of having a political agenda that results in biased reporting. Find two sources you consider to be reputable—the Oxford English Dictionary is a good place to start—and write short definitions of the terms liberal and conservative by summarizing the relevant parts of what you have learned. Be sure to give credit to your sources.

After you have written your two short definitions, answer the following question:
Were the media liberal or conservative in their reporting of the various situations that were described in Scoreboard, Baby? Justify your answer using your definitions and citing examples from the book.

Assignment 2
Media professionals often are called upon to make decisions that have ethical implications. Some editors and producers, for example, do not print or broadcast images of drowning victims, citing the upsetting nature of such images. Other editors and producers believe the images serve a greater good because they remind readers and viewers about the dangers of swimming or boating in a reckless manner.

Some media professionals use a fairly structured system to make these kinds of decisions. One way to make such a decision, for example, is to combine the Veil of Ignorance with Utilitarianism. The process might work like this:

- Identify the stakeholders who will be affected by your publication or broadcast.

- Adopt the perspectives of each of these stakeholders and explore what kind of reaction each of those stakeholders will have to your publication or broadcast, keeping in mind that the stakeholders are ignorant of the process you are using to make your decisions. Don the Veil of Ignorance, in other words, as you discuss stakeholder reactions.

- Shift to the Utilitarian mode and consider who will be harmed and who will be helped. How can you do the greatest good for the greatest number of people while doing the least harm to the smallest number of people?

For this assignment, pretend that you are the editor of your college newspaper, and
you have learned that one of the key players on the football team has been convicted of his second offense for drunken driving. When you question a high-ranking person in the athletics program, you are told that there will be no official comment and that you should not publish the story. The team has a big game coming up, the player is being scouted by the NFL, and potential recruits from high schools in the region will be on campus soon.

Write a short paper (500 words) that explains what you will do and why. Use the Veil of Ignorance, Utilitarianism, or another ethical framework of your choice to justify your answer.
Sexual Assault on Campus

One of the main narrative lines in Scoreboard, Baby concerns date rape: the rape itself, as well as the situation and attitudes leading up to it, the reaction of friends and supposed friends, and the difficulty in prosecuting this sort of crime. Many writers describe attitudes like those in the book as being the sort of attitudes that create a "culture of rape." You may want to read Marina Weiss’s 2008 opinion piece written for the Amherst University student paper for one discussion of “rape culture.”

Of all violent crimes that occur on college campuses, acquaintance rape is by far the most common and the most unreported. Reported rapes frequently go unprosecuted; perpetrators of a rape frequently claim, and perhaps believe, that the act they have committed is not rape. Victims are most at risk during the first six weeks of their freshmen year.

Discussion

The purpose of this assignment is to involve all members of the class in a discussion about how to prevent rapes on campus; it is not to stigmatize or stereotype student athletes on this campus. (Incidentally, UW-Platteville is a Division III school which offers no athletic scholarships; in this class or other classes, you may have discussions about the difference between Division I and III athletics.) Class discussion will proceed from the assumption that the rape described in the book might never have occurred had the male and female friends and acquaintances of the victim intervened earlier, and that it would have been more easily prosecuted had witnesses not delayed in coming forward.

The group assignment following this discussion will ask you to look at where people did intervene, and where they could have intervened. It also asks you to keep in mind that the main two things that make the rape in Scoreboard, Baby different from most acquaintance rapes on college campuses are 1) the fame of the perpetrator and 2) the fact that the crime was prosecuted. Therefore, the assignment which follows this discussion will also ask you to become aware of how you can help prevent sexual assault on this campus and how you report an assault if you think one has occurred.

1This is available on-line at: http://amherststudent.amherst.edu/?q=article/2012/10/24/letter-editor-alumna

2Students may want to review these sexual assault statistics compiled by Campus Safety, whose audience is security personnel, campus police and administrators: http://www.campussafetymagazine.com/Channel/Public-Safety/articles/2012/03/Sexual-Assault-Statistics-and-Myths.aspx
1. In a previous course or discussion, most of you have probably heard rape discussed as a crime of power, not a crime of sex. What is meant by that? Can you think of recent sexual assaults in the news (two in particular involving football coaches or players) where the perpetrator was clearly exploiting a position of power? (Hint: Jerry Sandusky/Penn State. Hint: Steubenville, Ohio. How are these situations, one involving a coach and another involving high school players, similar or different? Could one say that while the first involves a clearer abuse of a position of power, the second shows young people socialized into “rape culture”?)

2. Do you consider yourself a fan, an athlete, or both? As a fan, how did you react to news like what we’ve just talked about above?

3. Before this class, most of you have probably at some point talked about the historic tendency to “blame the victim” rather than the perpetrator in cases of sexual assault. Explain what this means.

4. Rape is also sometimes described as a crime perpetrated by individuals who feel entitled. What is meant by “entitled”? How, in a case of rape, might this lead to blaming the victim, or a perpetrator not thinking the action is rape, or simply not thinking about the effect on the victim to begin with?

5. What attitudes towards winning do you see stressed by people of power in Scoreboard, Baby? Does the desire to win at all costs contribute to the attitudes surrounding sexual assault in this book?

**Group Assignment: Part I**

Please type your answers and be prepared to post them on Desire2Learn next class.

(Assign different questions to different groups. Suggestion: assign each question to at least two groups, and have each group answer at least two questions.)

Answer the following questions. Give page references for questions from the book.

1. Without one eyewitness account, this rape would likely not have been prosecuted. Who called 911, and what did he report?

2. Did Marie know she was impaired and ask for help getting home? What else did she remember?
3. A female friend of Jeremy’s receives an e-mail from him that shocks her. Why does it shock her? Why does she not want to get involved?

4. How long, according to the book, would “date rape” drugs stay in the bloodstream? How does this affect prosecution?

5. According to the book, Marie waited too long for a physical exam. How soon after the rape would she have needed to have gone to the hospital?

6. What, if any, physical evidence did the police find? What were they looking for, and why?

7. What other witnesses are interviewed, or refused to be interviewed?

8. Describe the violence between Curtis and Michelle. What makes it similar to the violence between Jeremy and Marie?

9. What does someone in Marie’s family say about how she has changed since the rape?

10. Describe two people who are not students nor athletes who help cover up a crime or delay and/or minimize its reporting.

11. What are the final consequences for the rapist? Was he convicted?

**Group Assignment: Part II**

1. UW-Platteville has mandatory reporting of sexual assaults. This does NOT mean that a student has to press charges, and reporting may be done anonymously. Describe what mandatory reporting is: http://www.uwplatt.edu/police/emergency/emergencyinfo.html#sexual_assault


3. Visit this site and report on information you think other students should know: http://www.wcasa.org/

4. Visit this site and report on information you think other students should know: http://www.stepupprogram.org/
5. Last year, the UW-Platteville Sexual Assault Awareness Council initiated a Bystander Intervention Video Contest. Search the UW-Platteville website and report on this project.

6. Investigate other campus read materials and report on other information you think students should know. For instance, could a student be expelled for sexual assault if that student is not legally charged? If a rape occurs in a fraternity or sorority, could the university be liable in a civil suit?

**Final Assignment**

*Reaction Paper: 2 pages*

We have discussed how the campus climate in *Scoreboard, Baby* created a situation where many people did not want to report or even acknowledge a rape. Describe what a campus climate would be like where people try to prevent sexual violence instead. What responsibilities do students have for ensuring each other’s safety? What responsibilities do other members of the university community have?
Scholarly Reading and the Reading Journal

One of the most fundamental skills you need to succeed in college is reading comprehension. In every course you take, regardless of the discipline or your major, you will devote a good amount of time outside the classroom to reading textbooks, articles, and other source material.

Most students enter college with a basic knowledge of how to read textbooks—which are structured around keywords and events—and literature—which is organized around a narrative. Yet often they have not been introduced to other types of reading materials-namely, scholarly writing and nonfiction. In order to give students more practice with college-level reading, this composition course requires you to read a nonfiction book and keep a reading journal, which is discussed in more detail on a separate handout. The book that we will be reading is the 2013-2014 Campus Read selection, Scoreboard Baby: A Story of College Football, Crime, and Complicity.

Reading Journal Assignments
As you’re reading, you will want to keep up with your reading journal. The journal consists of ten separate one-page (typed, double-spaced) assignments, described below. The first five will be due on _______________________ at the beginning of class. The second set will be due at the time of your research presentation, during the final two weeks of class.

Grading Criteria
The purpose of the reading journal is to develop your critical reading and thinking skills by examining the decisions that another writer has made. Unlike the longer papers we’ll be doing in class, the reading journal is relatively informal. I expect you to follow the rules of standard English but rather than writing mini-essays, I would like you to consider the journal as a way to strengthen your abilities as a reader and thinker. I do not assign letter grades for response papers; instead you will receive a check plus, a check, or a check minus.

- Journals that receive a check plus (95) demonstrate the writer’s thoughtful engagement with the book and the prompt. They focus on the specific component of the text as dictated by the journal assignment and are able to refer to particular examples and evidence in their discussions.
• Journals that receive a check (85) indicate the writer’s careful reflection of the book and the prompt. They focus on a specific component of the text as dictated by the journal assignment and attempt to use supporting evidence for their ideas. Although at times these papers may rely too heavily on summary, they offer a primarily analytical response to the book.

• Journals that receive a check minus (70) suggest that the writer has read carelessly. They contain mostly summary and may depend heavily on over-generalizations (i.e., “Since the dawn of time, men have wanted to travel”).

• Journals that fail to meet these basic requirements or that suggest the writer has not read the text may be given no credit.

I have posted successful examples of journal assignments on D2L. If you have any questions or concerns about these assignments, please let me know.

Journal Assignments
These five journal assignments will be due on _____________. Each journal assignment should be one typed, double-spaced page with one-inch margins. Please include the journal title for every assignment, but only the first needs a heading with your name, the course number, and the date.

• Introduction and/or First Chapter
  In an essay, readers typically expect an introduction to gain their interest, provide necessary background information, and lay out the author’s main argument. How does the introduction (or the first chapter) meet these criteria? Is it successful in suggesting the significance of this topic? Why or why not? What other purpose(s) does this introduction serve?

• Reading in Context
  Reading almost always involves encountering words with which you are not familiar. For this assignment, you will find three words or phrases (like ideological construction) that you do not know. At first, you should try to figure out what they mean by reading them in context. Then check your deduction with the dictionary. You must read a minimum of thirty pages to complete this journal assignment.

• Supporting Evidence
  For this journal assignment, you will want to examine how the author supports a particular claim (i.e. a smaller chunk of his/her main argument—
One that is confined to a chapter at most). What type of evidence is used to develop the claim? Does the author rely mostly on primary source material (personal experience, interviews, statistics) or secondary (other studies, articles, essays)? Do you feel convinced by the author’s evidence? Why or why not? How could they better support his/her claim?

• Chapter Analysis
For this journal assignment, you’ll focus on one particular chapter to think more carefully about its content and structure. At what point in your reading does the chapter’s main idea become clear? How is the chapter organized? Does it use section headings and if so, do these provide a clear sense of how one part of the chapter relates to another? Are sections approximately the same length and do any seem as though they should be more or less developed? How is the chapter ended? Is a summary needed and is one given?

• Personal Response
Part—though not all—of scholarly reading involves your own reaction to a text, both in terms of writing and of ideas/arguments. What do you think of the author’s style and prose? Is it difficult to read? Do you enjoy the writing? Do you find yourself agreeing with the author’s claims? Why or why not? How much does your response rely upon your (in)ability to personally relate to the subject under discussion? You must read a minimum of one hundred pages to complete this journal assignment.

The second set of journals is due the same day that you give your presentation during the last two weeks of class. Each journal assignment should be one typed, double-spaced page with one-inch margins. Please include the journal title for every assignment, but only the first needs a heading with your name, the course number, and the date.

• Rhetorical Analysis
This assignment asks you to look at the word choice, sentence structure, and tone of the book. How would you characterize the writer’s language? Is it informal or formal? Does the author use technological jargon and if so, does he/she explain the terminology? Is the author’s tone personal and familiar or does he/she strive to be objective? When you look at a passage of the book, what type of sentences does the author use? Are there any repeated sentence types, transitions, or other rhetorical devices that you notice?
• Conclusion
Most readers expect conclusions to summarize the most meaningful parts of a book and to address the “so what?” question. In other words, why is this book important? How does the conclusion of this book meet these criteria? What other purposes does it serve?

• Structural Analysis
This assignment asks you to look at the organization and structure of the entire book. Is the book itself divided into sections? How do the chapters relate to one another? Does the structure of the book create clear communication with the reader or is there an alternate way to organize the book’s content? You must have finished the book to do this journal assignment.

• Reflection
After you have completed the book, you will want to think back about what you found most significant about its content. How and what did you think about the issues under discussion before reading this book? What do you think about them now? What parts of the book did you find most compelling? Who do you think would benefit from this book, and are there any courses or disciplines that could incorporate selections from it in the classroom?

• Evaluation
This assignment asks you to think about the book as a piece of writing. What do you think are the strengths of the author’s writing style? What do you think are the weaknesses? How does the rhetoric and structure of the book relate to your own writing practices?

Student Example (GOOD), Structural Analysis
Nutreshock is divided into ten chapters, a preface, an introduction, and a conclusion. The main thesis of the book, which is first stated in the introduction, is that many of our ideas about how to best help children develop are wrong, according to recent scientific evidence. Each chapter focuses on one specific idea about child development. For instance, the fourth chapter, “Why Kids Lie,” looks at how parents and teachers usually teach children that lying is wrong. Then it demonstrates how these strategies actually end up encouraging children to lie and ends by looking at ways that might be better.
Since each chapter covers a new idea, they only seem distantly related to one another. The first chapter discusses praise and the second discusses sleep. The advantage to this structure is that readers can choose to just read one chapter or read the chapters with long spaces of time in between: if someone read the first few chapters and then put the book down for six months, he or she could easily begin reading a new chapter without reviewing any of the previous material. The disadvantage is that the book itself doesn’t seem very cohesive; there seems to be no reason why the chapters are ordered the way they are. Perhaps it would have been more effective to organize the chapters according to the general age of children discussed, since the book covers a range from toddlers to teenagers. Instead, the seventh chapter covers teenage rebellion and the last one explores children just beginning to talk. Organizing the book by age group would be more helpful for parents or teachers who want to read about specific age groups.

The lack of connection between chapters can also be seen in between the preface and the introduction. The preface talks about Cary Grant working as a nightclub doorman, which people wouldn’t expect since he was such a famous actor. The authors then try to connect this idea to child development by saying that what we think we know is often wrong. But in my opinion, the preface isn’t necessary or helpful. Readers could just skip it and go to the introduction.

**Student Example (BAD), Structural Analysis**

_Nutreshock_ is divided into ten chapters, a preface, an introduction, and a conclusion. The preface is called “Cary Grant is at the door.” The introduction is called “Why our instincts about children can be so off the mark.” Chapter One is called “The Inverse Power of Praise,” Chapter Two “The Lost Hour,” Chapter Three “Why White Parents Don’t Talk About Race,” Chapter Four “Why Kids Lie,” Chapter Five “The Search for Intelligent Life in Kindergarten,” Chapter Six “The Sibling Effect,” Chapter Seven “The Science of Teen Rebellion,” Chapter Eight, “Can Self-Control Be Taught?,” Chapter Nine “Plays Well With Others,” Chapter Ten “Why Hannah Talks and Alyssa Doesn’t.” Each chapter is separated by a blank page with the chapter number, chapter title, and a brief description of the chapter. Each chapter has a main idea. The first chapter talks about praise, and the second chapter talks about child development.

The conclusion is called “The myth of the supertrait.” After the conclusion, there are acknowledgements, notes, selected sources and references, about the authors, and an index. I think the book is structured very well. The reader can figure out what each chapter is about and decide to read it. I like the book’s structure.
Letter to a Student

Scenario
You hear a classmate say, “Hey, I heard we have to read some stupid book this year. It’s probably about some ridiculous topic like a college professor studying ants living in a maple tree!” You decide that it would be best to type this student a letter to give the student a quick overview of the book. You also decide that it is important for the student to understand why Scoreboard, Baby is a relevant book for college students.

Assignment Directions
1. Start your letter with: “Dear ….[you can add whatever student name you would like].”

2. You should type a one-page, single-spaced letter.

3. Include at least three reasons why the book is important for college students to read.

4. Include at least one question that seemed to go unanswered in the book.

Make sure to reread your letter and run a spelling/grammar check before submitting your letter.

Don’t be afraid to be creative.
Activities and Discussion Questions
**Negligence Activity**

1. Define *negligence*.

2. Identify and describe at least three acts of negligence in *Scoreboard, Baby*.

3. What act of negligence in *Scoreboard, Baby* concerns you the most? Why?

**College Student Expectations**

1. List five reasons you chose UW-Platteville.

2. Was “safety” or “a safe environment” something you originally considered?

3. Name at least three measures that are in place at UW-Platteville to assist students in feeling safe.

4. Based on the content of the *Scoreboard, Baby* book, do you think that the students at University of Washington felt safe in 2000? Why or why not?
Jeanne Clery Act

1. Research and explain the Jeanne Clery Act.

2. Does it appear that UW-Platteville is in full compliance with the Jeanne Clery Act?

3. Provide at least one example of UW-Platteville’s compliance with the act.

4. In order to comply with the Jeanne Clery Act, what should University of Washington have done in 2000?

Duty to Respond

1. Explain what is meant by “duty to respond.”

2. Does someone’s duty to respond change with age?

3. Does someone’s duty to respond change based on the type of incident?

4. Does someone’s duty to respond change with the location of an incident?

5. Does someone’s duty to respond change with the relationship of a possible crime victim (e.g., a stranger, an acquaintance)?

6. Pick two characters in Scoreboard, Baby and explain what his/her duty to respond was (or was not)?

Criminal v. Civil Acts

1. Explain the difference between civil and criminal cases in the court of law.

2. Identify and describe two possible civil violations revealed in Scoreboard, Baby.

3. Identify and describe two criminal acts revealed in Scoreboard, Baby. Include the name of the most closely related Wisconsin statute/criminal violation. As identified in the Wisconsin state statutes, what kind of sentence could the defendant receive if convicted of the two criminal acts?
Student Rights and Responsibilities

1. Where can UW-Platteville students find information regarding student rights and responsibilities?

2. Refer to the list of Rights and Responsibilities. Name one student responsibility that surprised you. Why did it surprise you?

3. What is one suggestion you have to improve at least one of the student rights and responsibilities?

4. Identify at least three incidents from Scoreboard, Baby that would be in violation of the UW-Platteville student rights and responsibilities. Explain why.

Resources and Advocacy

1. There are several victims identified in Scoreboard, Baby. Identify and select at least one victim. Name the victim you selected.

2. Describe what kind of services or support the victim needed following the crime.

3. What does it mean to be an advocate?

4. Describe what kind of assistance a witness or friend could be to the victim you selected.

5. If this crime occurred at UW-Platteville, what resources are available to assist the victim?
Win at All Costs

1. Is there a mentality in sports to win at all costs?

2. What is “sacrificed” in Scoreboard, Baby to win at all costs?

3. Is this mentality in all levels (e.g., high school, college, and the professional arena)? Why or why not?

4. What other parts of life seem to require or exhibit a “win at all costs” mentality?

5. Describe a time that you or someone you know may have felt pressure to “win at all costs.” (Feel free to fictionalize the names in the situation you describe to protect anonymity.)

Div. III and Student Athletes
Division III Facts

- 446 Member Institutions
- Division III is the NCAA’s largest division, with 40% of the total membership
- On average, Division III schools sponsor 17 sports
- Division III is allocated 3.18 percent of the NCAA’s operating budget, which equals about $25 million in 2012-2013

Student Athletes

- WIAC student athletes are subject to higher academic standards than the rest of Division III for eligibility.
- For the past 12 years, Pioneer student athletes have had a higher GPA than the general student body. Last year, the Pioneer student-athlete GPA was 2.93, while the student body GPA was 2.87. Also, 181 student-athletes (50%) had a 3.0 or higher overall GPA.
- The 17th annual National Student Athlete Day Luncheon recognized athletes from each sport with the highest GPA in the fall semester. Twenty-three athletes, whose GPAs averaged 3.81, were recognized.
- UW-Platteville student athletes are committed to community service (e.g., United Way donations, community blood drives, Habitat for Humanity; Hurricane Sandy aid.)
- Student athletes play for the love of the game; there are no athletic scholarships.
- Financial aid must be awarded to student athletes in the same manner as any other student on campus.
- Student athletes are subject to the same admission standards, housing and support services as non-student athletes.
A terrific work of investigative reporting and a vital public service. I finished it at once infuriated and enlightened.”

— DAVID MARANISS, author of When Pride Still Mattered: A Life of Vince Lombardi

“This is a world-class job of reporting. . . . Ken Armstrong and Nick Perry have made a page-turning story of what happens off the field while we are celebrating in the stands.”

— RICHARD BEN CRAMER, author of Joe DiMaggio: The Hero’s Life

“The great fraud of ‘student-athletes,’ higher education, and big-time football has never been detailed better than in Scoreboard, Baby. Theirs is a vivid, cautionary tale that, sadly, plays out in so many college athletic departments.”

— FRANK DEFORD, Sports Illustrated senior contributing writer and author of Everybody’s All-American


Now, in Scoreboard, Baby, Armstrong and Perry go behind the scenes of the Huskies’ Cinderella story to reveal a timeless morality tale about the price of obsession, the creep of fanaticism, and the ways in which a community can lose even when its team wins. The authors unearth the true story from firsthand interviews and thousands of pages of documents: the forensic report on a bloody fingerprint; the notes of a detective investigating allegations of rape; confidential memoranda of prosecutors; and the criminal records of the dozen-plus players arrested that year with scant mention in the newspapers and minimal consequences in the courts. The statement of a judge, sentencing one player to thirty days in jail, says it all: “to be served after football season.”

KEN ARMSTRONG and NICK PERRY are reporters for the Seattle Times. Their investigative work on the 2000 Huskies won two of journalism’s highest honors: the George Polk Award and the Michael Kelly Award, recognizing “the fearless pursuit and expression of truth.”