

Boston University Cross College Challenge
Makings of a Great Baseball Player
Spring 2020

The Cross-College Challenge offers a unique project-based learning experience in which interdisciplinary student teams from across BU's undergraduate colleges tackle real-world problems and develop leadership, creativity, research, teamwork and communication skills.

COURSE NUMBER / TITLE XCC 433 B1 Makings of a Great Baseball Player
Credits 4
Lecture T TH 11:00-12:15
Howard Thurman Center 209

PRIMARY INSTRUCTORS Kathryn Webster PhD, ATC
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COURSE DESCRIPTION: This cross-college challenge is designed to guide students into the discovery of what makes a great baseball player. We will explore together the organizational structure of MLB teams and understand the inner workings of the Player Development Departments of those teams, which contribute to the "making a great baseball player." This will be accomplished by answering questions about and understanding measurements of the baseball skills needed to succeed in the game. Such topics as baseball informatics, performance outcomes, biomechanical measures, and injury prevention will be presented. Various fundamentals of baseball will be investigated by students through team work in literature reviews and player performance. Emphasis will be placed on a final project, refining collaboration skills with team members, becoming an expert in information literacy, and communication with classmates and faculty.

OBJECTIVES: BU HUB Objectives: XCC 433 B1 will meet [BU Hub Learning Outcomes](#) for Oral Communication, Creativity/Innovation, Teamwork/Collaboration and Research and Information Literacy. In particular:

-- Students will learn and demonstrate the ability to search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.

-- By producing their project proposal, intermediate assignments, and final report, in a series of iterative phases, students will demonstrate understanding of the overall research process and its component parts, and be able to formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.

-- Students will be able to craft and deliver responsible, considered and well-structured oral arguments using media and modes of expression appropriate to the situation.

-- Students will demonstrate an understanding that oral communication is generally interactive, and they should be able to attend and respond thoughtfully to others.

-- Students will be able to speak effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.

-- Students will receive explicit training in teamwork and sustained experiences of collaborating with others, students will be able to identify the characteristics of a well-functioning team.

-- Students will demonstrate an ability to use the tools and strategies of working successfully with a diverse group, such as assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

-- Students will demonstrate understanding of creativity as a learnable, iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback, and will be able to identify individual and institutional factors that promote and inhibit creativity.

-- Students will produce original work, and be able to exercise their own potential for engaging in creative activity by conceiving and executing original work as part of a team.

ASSIGNED READINGS: Much of the course material and readings will be available on your course Blackboard site.

--[The MVP Machine](#) by Lindbergh and Sawchik

--Other readings on baseball training, skills, and coaching (TBD)

--Sandra Deacon Carr et al., *The Team Learning Assistant Workbook*

Link introducing the TLA Software: <https://prezi.com/sa9ecjeuxf4q/team-contracts/>

--William M. Doll, [Speak](#).

--[Designer's Workbook](#)

--[Writing in the Health Professions: What is an Annotated Bibliography?](#)

--[A Guide to Sabermetric Research](#) by Phil Birnbaum

POTENTIAL CLIENTS/PROJECTS:

This course will involve a number of video chats with “pitches” from various clients around professional baseball. Students will hear pitches and make decisions on what areas they would like to pursue for the class project. This will be guided and developed with course faculty.

EVALUATION METHODS

Assignment expectations and rubrics will be posted on the Blackboard site.

Class participation	10% Individual
Teamwork TLA peer ratings	10% Individual
Baseball card assignment	10% Individual
Elevator pitch	10% Individual
Final paper - outline, annotated bibliography	20% Group
Final team presentations	20% Group
Showcase presentation, poster	20% Group

Grading Scale	B+ 86.5-89.4	C+ 76.5-79.4	D 59.5-69.4
A 100-92.5%	B 82.5-86.4	C 72.5-76.4	F < 59.4
A- 89.5-92.5	B- 79.5-82.4	C- 69.5-72.4	

OTHER POLICIES

Harassment/Assault Resources: Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits sex-based discrimination in federally funded education programs and activities. This law makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or

someone you know has been harassed or assaulted, you can find the appropriate resources at <http://www.bu.edu/safety/sexual-misconduct/>.

Academic Misconduct: The Boston University Academic Conduct Code is available electronically at <http://www.bu.edu/academics/policies/academic-conduct-code/>. Information is provided within about violations, penalties, and procedures related to academic misconduct at Boston University.

Active Participation: Class preparation is an expected part of this course. Although we recognize technology is part of today's culture, our expectation is that you are not having outside conversations on phones or chats during class. Creating disruptions such as arriving late, not bringing preparatory materials, being inattentive in class such as phone or chat usage, or not actively contributing to a positive class culture are examples of behaviors that may result in grade deductions. One warning per student will be given, after which grade deductions may be levied.

Grade Disputes: If you question the accuracy or justification of an exam or assignment grade, you must do so within 2 weeks of receiving the grade.

Request for Accommodations: Please see the Office of Disability (www.bu.edu/disability) for a description of this process and inform the instructor.

Absence for Religious Observance: You are permitted to be absent from class, including classes involving examinations, labs, excursions, and other special events, for purposes of religious observance. Work shall be made up in consultation with the instructor. Please inform the instructor of these absences (ideally) at the beginning of the semester or (minimally) one week before so that make-up work can be arranged.

COURSE PLANNER*

DAY	DATE	CONTENT	READINGS
Tu	1/21	Introduction to XCC challenge (Group Project emphasizing HUB areas of training skills in Creativity, Research, Teamwork, and Oral Communication) Tennents of this specific course: Baseball Player Development, Who Are Our Course Clients	
Th	1/23	Potential Client Zoom Meetings and Baseball Organization (Coach Carlos Munoz , SDP Scout Kimball Crossley)	
Fri	1/24	Spring 2019 XCC Launch, 3:30-5:30PM, Photonics Colloquium Room, 9th Floor	
Tu	1/28	Potential Client Zoom Meetings (Jake McGuiggan , and Carson Cross)	Pitch Design Article about Carson Cross
Th	1/30	Teaming Introduction (Questrom Teaming Group to visit)	
Tu	2/4	History of Baseball Cards, creativity around design of cards	TED talk on Design of Flags Three Ted Talks On Exercises To Enhance The Creative Process
Th	2/6	Form Project Teams	

		Work on Baseball Card Assignment: 1st version of Baseball Card Due, present to team members with creative feedback	
		Hmwk: Build Team Contracts	
Tu	2/11	Discussion of the "The MVP Machine" with the author Ben Lindbergh via Zoom	" The MVP Machine " book with guiding questions
Th	2/13	Team Contract Due (establish goals/responsibilities) Refine Questions in Project Groups Continued Discussion of the "The MVP Machine"	
Tu	2/18	BU MONDAY No class	
Th	2/20	Information literacy: BU librarian visit Team questions due Begin searching for pertinent research	
Tu	2/25	Final version and presentation of Baseball Card Due (Upload card to Shared Folder)	
Th	2/27	Appraising validity of evidence (KW) Annotated Bibliography due (Upload to Shared Folder)	Writing in the Health Professions: What is an Annotated Bibliography? Reading on validity Read article by Reinold et al
Tu	3/3	Baseball organization (AA)	https://www.mckinsey.com/business-functions/organization/our-insights/a-view-from-the-front-lines-of-baseballs-data-analytics-revolution https://wfsportsanalytics.wordpress.com/2015/12/17/baseball-scouting-in-the-digital-age/ https://ourgame.mlblogs.com/baseball-ops-welcome-to-the-evolution-bae6be8502e3
Th	3/5	Midterm TLA evaluations with Questrom Teaming Group	
	3/9-13	SPRING BREAK No class	
Tu	3/17	Baseball informatics (AA)	A Guide to Sabermetric Research by Phil Birnbaum
Th	3/19	Group work time Research Paper outline due	
Tu	3/24	Public speaking skills (AA)	Speak , by William M. Doll
Th	3/26	Teams work on Project/Check in with Faculty	
Tu	3/31	Teams work on Project/Check in with Faculty	
Th	4/2	How to Use Creativity in presenting data	
Tu	4/7	Teams work on Project/Check in with Faculty	
Th	4/9	Paper due Elevator pitches in class with creative feedback	
Tu	4/14	Teams work on Project/Check in with Faculty	
Th	4/16	Feedback Day, Presentation Slides Due	
Tu	4/21	Final Team Presentations due and presented	
Th	4/23	Final Team Presentations continued Showcase Posters due	
Tu	4/28	Showcase practice days mini presentation	
Th	4/30	Showcase practice days mini presentation	
Sa	5/2	XCC Showcase, Metcalf Trustees Ballroom 9AM-12	
Mo	5/4	Course Reflections Due	

*Readings and topics may change as projects are established