

California State University, Chico
Department of Kinesiology
KINE 320: Foundations of Exercise and Sport Psychology
Fall 2015

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Class Time: Tuesday 3:00PM to 5:50
Office Hours: To Be Announced
Remind: <https://www.remind.com/join/kine320>

Add/Drop Deadline is Sept 4.

Course Description:

This course examines the foundations of psycho-social principles, theories, and research related to sport and exercise behavior. Select topics will include motivation, goal setting, stress, anxiety, group dynamics, leadership, injury and exercise adherence. Students will learn how to integrate this knowledge into their given discipline. In addition, this course serves as a writing proficiency course.

Text and materials:

1. Weinberg, R. S., & Gould, D. (2015). Foundations of sport and exercise psychology (6th Ed.). Champaign, IL: Human Kinetics.

**Other editions of this text will work, please ask if you have questions

Any APA reference guide would be a helpful, but not required, resource.

Other readings and webpages that are required will be posted on Blackboard.

*All students must check Blackboard on a regular basis. Pertinent announcements or schedule adjustments will be placed online as necessary, and some class material will be accessed on the internet and through Blackboard.

Introduction

This course is designed to give the prospective professional physical educator, coach, physical therapist, exercise scientist and any “student” of life an appreciation for and understanding of the foundations of Kinesiology through psycho-social principles. Largely through chapter and research readings, related assignments, group discussion and examinations, an understanding of the psycho-social aspects of Kinesiology will be strengthened. The discussion portion of the course regularly involves individual reading prior to class activities.

During the writing portions of the class, writing, reading and discussion will revolve around the development of the student’s writing ability.

Students Learning Outcome and Description	Pertinent KINE 320 Course Objectives	Method of Assessment
<u>Content Knowledge</u> – Students will demonstrate knowledge and disciplinary concepts related to the field of Kinesiology.	<ul style="list-style-type: none"> - Understand the role of human motivation, perceptions and cognitions relative to exercise performance, injury and sport. -Discuss major contemporary issues in health, fitness, exercise, sport and/or physical education from a psychological perspective. - Gain and reinforce confidence and skills in verbal expression, writing, and thinking. 	<ul style="list-style-type: none"> Poster Discussion Boards Pamphlet Presentation (poster & in-class) Research Paper Video
<u>Communication</u> – Students will apply knowledge of effective verbal, non-verbal, and media communication techniques to enhance learning and engagement in physical activity.	<ul style="list-style-type: none"> - Explain the key elements to performance psychology and discuss the implications for Kinesiology. -Critique the assigned readings, class discussions, past and present experiences and personal question and ‘answers’ both verbally and in the written form. -Gain and reinforce confidence and skills in verbal expression, writing and thinking. 	<ul style="list-style-type: none"> Literature Review Lesson Plan Poster Video
<u>Reflection and Critical Thinking</u> – Students will demonstrate reflection and critical thinking in order to refine professional practice.	<ul style="list-style-type: none"> - Critically critique current psychological practices in sport and exercise. Hone critical thinking and analysis skills 	<ul style="list-style-type: none"> Reflective Paper Final Study Design Discussion Boards
<u>Programming and Assessment</u> – Students will demonstrate evidence-based knowledge and skills (and best practices) for assessing client/student needs and for	<ul style="list-style-type: none"> - Discuss and apply basic principles of behavior change related to exercise program and injury rehabilitation adherence. 	<ul style="list-style-type: none"> Discussion Board Video Pamphlet Lesson Plan

designing, implementing and evaluating programs.		
Professionalism and Ethics – Students will demonstrate professional behaviors, including commitment to excellence, valuing diversity and collaboration, service to others, and techniques for lifelong learning.	- Maintain a professional behavior during class by arriving on time, participating in class discussion, and contributing in group activities.	Attendance Group Work Discussion Board Presentations
Value Physical Activity and Fitness – Students will articulate a philosophy that physical activity programs are important to the health and well being of individuals, and that physical activity can foster self-expression, development, and learning.	- Appreciate and become more aware of moving, embodied humans by demonstrating knowledge of sport and exercise psychology.	Discussion Boards Research Paper Video Lesson Plan Pamphlet

Attendance

Your presence in every class is indicative of your professional attitude and is necessary to derive maximal benefit from this class. Attendance will be determined from the “Daily Points Rubric”. If your class is 1 (one) day a week, you are allowed 1 (one) unexcused absence without penalty. After that you will begin losing points every day that you are absent or tardy to class. Once class discussion has begun, the class is considered to have begun also. Anything after that is considered tardy. You must have a creditable note (Doctor’s note, Instructor’s note) to excuse you from class. There is a Student Health Center at your disposal. If you are sick, please go there and get a note that excuses you from class.

Class Point Breakdown – Subject to Change

A = 93% and up= 930 points or more
A- = 90-92%= 900-929 points
B+ = 87-89% = 870-899 points
B = 83-86% = 830-869 points
B- = 80-82% = 800-829 points

C+ = 77-79% = 770-799 points
C = 73-76% = 730-769 points
C- = 70-72% = 700-729 points
D+ = 67-69% = 670-699 points
D = 60-66% = 600-669 points
F = 59 and below = 599 points and below

Point Break Down

Discussion Boards 5x10pts (Individual)	50 pts
Chapter Reviews 4x25 (Individual)	100 pts
Motivation Posters	25 pts
Coaching Lesson Plan	25 pts
Storyboard For video	25 pts
Video for Improving Performance	75 pts
Pamphlet for Health and Well-Being	50 pts
Annotated Bibliography (Individual)	25 pts
Literature Review	25 pts
Study Instrument	50 pts
Transcribed responses	25 pts
Results Chapter	75 pts
Discussion Chapter	50 pts
Research Poster Presentation	50 pts
Group Review (individual)	50 pts
Final Draft of Research Paper	100 pts
In-Class Final (individual)	50 pts
Mid-Term Exam (Group)	50 pts
Analysis of Projects 4x25 (individual)	100 pts
Total Points:	1000 pts

Discussion Boards:

Discussion boards are ways for the class to share our thoughts. You are not only expected to post a thread, your own individual thread, you also are expected to make comments to your fellow classmates. Research shows that the best way to improve writing is to do lots of varied

types of writing. The calendar lists all dates when they are due. Typically, you have until Friday to post your thread, and until Monday to post comments.

Chapter Review

We are functioning as a team in this class. I firmly believe that the best way to learn is not for me to lecture, but to go over the foundations quickly, and then get out and play. We don't learn to kick a ball through lecture. We get the basics and then we go kick a ball. I want us to start kicking. So, quickly, as a group, we will go through each chapter. You are not responsible for each chapter, but somebody in your group is responsible. As a group, you will divide up the reading for the week, and each person will have one chapter to become the "expert."

I expect a few things to be done:

1. A one-page Key Terms sheet, with page numbers.
2. One scholarly journal article related to your chapter.
3. A short review of the scholarly journal that looks at the hypothesis, the methodology, some findings, and how it might relate to your career.

This is something you will share with your group. There is a midterm exam that they will need that information. Don't let them down!!

Submit your work via Blackboard as ONE document.

In-Class Projects:

Rather than lecture, we will work together doing the actual work, using the knowledge from the chapter to create something useable. When we learn about motivation, we will then create a poster to increase motivation. This should be fun work in your group.

Analysis of In-Class Work:

The analysis of in-class work is the key to our class projects. For this I expect you to use the chapters to analyze the project you create. What theories from the book did you use? You are arguing for the success of your project. To do this, I expect you to support your argument by using quotes from the textbook. This should be in APA. We are working to make sure you have all the basics of APA by the end of the semester.

Submit this via Blackboard.

The Study:

This is the key to the work of the class. Your group will perform an actual study of something you are interested in. This is up to you, but I expect rigor. I expect you to use a minimum of three theories we learn from the textbook to design a study based on a hypothesis your group decides upon. Your job is to prove your hypothesis wrong. Or, to prove the null hypothesis correct.

You will first conduct a literature review by compiling annotated bibliographies together. You will then design a study or possible experiment, and share with class. After feedback, you will be responsible for running the study and collecting actual data.

Your group will then analyze your data and write up results.

The final project is to create a poster based on your research and present to the class. You will also finalize the paper with a good introduction, and discussions chapter about your findings.

Course Evaluation: Grades will be posted on Blackboard as soon as they are completed. Please keep all work that is returned until final grades are submitted. If a grade was not entered, but you claim that you did the work, I will require you to reproduce the copy that was initially turned in and graded so that I can properly enter your grade. If you cannot reproduce the work, then I cannot enter the grade. PLEASE keep all of your work that is returned to you in a safe place until after grades have been posted for the semester.

Schedule:

A rough timeline/schedule of the class will be posted on Blackboard. Please refer to it for assignments that may be due. Note: The schedule is subject to change, so please check with your peers for confirmation of accuracy.

Blackboard Responsibilities:

This course will be supplemented with the use of our online system. Readings, assignments, powerpoint presentations, assessments, and discussions may be posted on Blackboard. Announcements and mail, regarding class and schedule updates, will be posted on Blackboard. Students must frequently check online for new information and mail communication.

Online Etiquette –General guidelines to follow

- Write all work offline, then copy and paste your work to Blackboard. I suggest using Googledocs for all writing.
- Proper (at least attempted) grammar and spelling goes a long way toward credibility. Don't write posts from your phone. Capitalize your "i's"
- ALL CAPS AND EXCLAMATION POINTS IS AKIN TO YELLING!!! There should be no reason to yell. Use bold or color to highlight an idea.
- Be careful trying to use sarcasm and jokes in your text. Without non-verbal cues, it is easy to be misinterpreted
- Good science and rhetoric challenges your own beliefs. Learn to argue from facts and evidence and leave your beliefs behind. A good scientist tries to prove your hypothesis wrong. Welcome when others find flaws in your research or thoughts. They are helping you.
- Racist or sexist language will not be tolerated. Don't attack the person ever. I will give you a zero for the work if you. No trolling.
- Read and reread your comments before hitting "Send". This can save you from making an error that cannot be erased.
- Help each other learn! Give proper feedback and help others IF you have the knowledge and knowhow.

Writing Proficiency (WP) Course and Academic Integrity

This is a writing proficiency course, open only to students who have completed ENGL 1/ENGL 130 with a letter grade of C- or better (or its approved equivalent at another institution). ***The graduation requirement for writing proficiency is a letter grade of at least C- in KINE 320.*** I would like you to accept responsibility for your learning and grades earned, and demonstrate academic integrity. Penalties levied for scholastic dishonesty may result in an "F" in the course or possible suspension from the University. Students will write with different "styles" of writing to gain perspective on how their writing can be most effective. We will use multi-modal and multi-genre writing in this class. We will think about audience in all of our writing. You will do both formal and informal writing. You will learn to revise and edit (there is a big difference). You will learn to give and receive feedback on writing. I will suggest using a tutor to many people. The SSC provides free tutors for writing. You will learn to use the library research database to find scholarly articles about topics.

Add/Drop/ Withdrawal: It is the student's responsibility to follow through with adding, dropping and withdrawing from courses to avoid receiving F, WU, or I grades. See the Academic Calendar online for important dates other than these listed below:

Add/Drop Period: Friday, Sept. 4, 2015 is the last day to add or drop a course without the instructor's permission. You do this through Blackboard.

Census Date: Friday, Sept. 18, 2015 is the last day to add/drop/change of grade options without a serious and compelling reason. Instructor's signature is needed.

Withdrawal: See university calendar for dates a course may be dropped only with a serious and compelling reason approved by the instructor, department chair and college dean.

Special Needs Policy:

Americans with Disabilities Act: If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. ARC is located in the Student Services Center 170, www.csuchico.edu/arc, phone 530-898-5959, email arcdept@csuchico.edu.

Accountability, plagiarism, and cheating policy

All work submitted in this course is expected to be that of the student or students assigned as a project work group are to be appropriately documented according to APA format recognizing the source of the material. Any formal written assignments may be required to be submitted to

Turnitin (details will be provided by the instructor). Two key principles for this course – 1) do your own work and 2) cite references properly. If you have any questions, please contact me. ***Any student involved in cheating on exams or assigned projects either individually or in group work in this course may result in an automatic dismissal from and “F” for the course.***

Student Accountability

Plagiarism is a serious academic offense and will not be tolerated. If you consult the work of others, fraternity files, the Internet or other sources, you do so at your own peril. We will do a lot of group work in this class. Real writing and work in the world is almost always in group settings; however, you must participate fully. You will review your group members and have the chance to remove members from your team.

Definition of Plagiarism: “In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.” “Plagiarism” invites investigation and possible sanctions from the Office of Student Judicial Affairs.

All students are accountable to the California State University, Chico *Policy on Academic Integrity*, which can be found at <http://www.csuchico.edu/vpaa/integrity/Administration/>.

As detailed in these policies, depending on the act(s) of cheating or plagiarism students will meet with the sanctions encouraged by the University: Disciplinary Probation, Suspension, Expulsion or Special Conditions. In addition, as noted in these policies, “a file of the student’s record remains in the Office of Student Judicial Affairs and could jeopardize future opportunities such as employment or entrance into a graduate program.”

Students should also develop familiarity with the *Student Code of Conduct*, which can be viewed at http://www.csuchico.edu/sjd/_assets/docs/policies/Title%20Five.pdf