KINE 4000: Psychology of Sport
Department of Kinesiology, Health Promotion, and Recreation
University of North Texas, Fall Semester – 2018

Instructor Information
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Assistant Professor of Sport and Exercise Psychology
Department of Kinesiology, Health Promotion, and Recreation
Office Location: Physical Education Building (PEB), room 205J
Office Phone: 940.565.2545
Office Hours: Tue/Thurs 1:00 – 2:00 PM (or by appointment)
Email: Ryan.Olson@unt.edu
Class location: Business Leadership Building (BLB), room 070
Class Hours: Mon/Wed 2:00 – 3:20 PM

Undergraduate Text

Additional Resources (not required)


Note. Additional readings may be handed out in class and/or posted on Canvas throughout the semester. You will be expected to read these materials for discussions, quizzes, and exams.

Primary Topics
Part I Introduction to Sport and Exercise Psychology
Part II Learning about Participants
Part III Understanding Sport and Exercise Environments
Part IV Focusing on Group Processes
Part V Improving Performance
Part VI Enhancing Health and Well-Being
Part VII Facilitating Psychological Growth and Development
Purpose

The purpose of this course is to provide an overview of the theories and principles that influence human behavior in sport and physical activity. The American Psychological Association (Division 47) defines sport and exercise psychology as the scientific study of the psychological factors associated with participation and performance in sport, exercise, and other types of physical activity. Sport and exercise psychology practitioners focus primarily on:

1. Helping individuals use psychological principles and skills to achieve optimal mental health and to improve performance.
2. Understanding how participation in sport, exercise, and physical activity affects their psychological development, health, and well-being.

Course Delivery

Both in-class and online (Canvas) platforms will be used to enhance the delivery of this course. Students must check the Canvas site regularly for course updates. Canvas will provide a description of each class, class projects, and reading assignments. Additionally, lecture notes, chapter self-tests, project information, exam review materials, and other chapter materials will be found on the Canvas site. Thus, all students are required to become familiar with their UNT Canvas account.

Course Objectives

1. To develop an understanding of sociological and psychological factors related to human movement and behavior in sport and physical activity.
2. To read, synthesize, and critique existing scientific literature; and to discuss the status and ramifications for future research related to sport and physical activity.
3. To become acquainted with contemporary theory, research design, methodology, and analytical techniques appropriate to sport and exercise psychology research.
4. To demonstrate an ability to incorporate sport and exercise psychology theory covered in class by completing a research project in the field.
5. To understand effective interventions and strategies for improving human performance and effectiveness in sport and physical activity.

Attendance Standards

It is vital that students attend class to improve understanding of course content and stay up to date with course requirements, as the course calendar is subject to change. In the event of illness, students are responsible for notifying the instructor in advance and for making up any missed work. All university excused absences must be accompanied by
appropriate documentation. If a class is missed, it is advisable to contact a classmate or
the instructor to review class notes, lecture materials, and/or assignments. In the event
that you are scheduled to take part in an official University function on the date of a quiz
or an exam, please contact me in order to schedule a make-up test session.

**Classroom Etiquette**

This course involves lectures and activities in and out of class. Student behavior that
interferes with an instructor’s ability to conduct a class or other students’ opportunity to
learn is unacceptable, disruptive, and will not be tolerated in any instructional forum at
UNT. Students are expected to be respectful to the instructor and other students.

**Guidelines:**

- Come to class prepared and ready to start on time.
- Turn cell phones off or to vibrate. If your phone rings during class, please quickly
  and quietly silence the call. If you must take a call, please exit the classroom and
  speak quietly in the hall.
- Only discuss topics related to course content during class time. Talking during a
  lecture or engaging in inappropriate discussions is distracting to others.
- Using a laptop to take notes is allowed, but not suggested. According to several
  recent studies, computers can hinder learning and is distracting to others (Sana,
  Weston, & Cepeda, 2013). Please sit in the back row with the volume muted if
  you plan on using a computer during class.

Failure to follow these guidelines will result in you:

- Being asked to leave the classroom,
- Receiving a “zero” on the activity (quiz, test, etc.) of the day, and
- Possibly being referred to the Center for Student Rights and Responsibilities to
  consider whether conduct violated the Code of Student Conduct (*Policy
  18.1.11*).

**Out of Classroom Etiquette (emails and office hours)**

Information about this class and updates to the assignments will be posted as
announcements on Canvas and sent via email to your UNT account. If you do not use
your UNT account on a regular basis, then please forward your e-mail messages to an
account that you check on a regular basis.

Please send emails to Ryan.Olson@unt.edu and NOT through Canvas. Students
are expected to carefully and thoughtfully write professional emails. For example,
please use a meaningful and specific subject line (e.g., KINE 4000: Project 1 Question),
a greeting (e.g., Hello Dr. Olson), and a signature with your name at the end (e.g., Best
regards, John Doe). *Note.* Writing professional emails is an important skill for all
students so please avoid using abbreviations, all lower/upper case lettering, and please
proofread emails before sending them. Due to the large number of emails that I receive
each day, please include “KINE 4000” in your subject title if you want me to receive the
email sooner.
If you need to speak with me and have a conflict with office hours, I will be happy to make an appointment at a time that is convenient for us both. Please be punctual when we have a scheduled meeting or when you would like to meet with me during office hours. For example, showing up 20 minutes after a scheduled meeting/office hour may result in my door being closed and cancellation of the meeting. Additionally, come to meetings/office hours focused and ready to talk about your ideas and concerns.

**Ethical Standards and Academic Dishonesty (Policy 18.1.16)**
UNT policy will be followed in cases of academic dishonesty (e.g., cheating, plagiarizing, etc.). Students caught cheating during an exam/quiz or plagiarizing a written assignment will be charged under the University's Code of Student Conduct. Among other punishments, students found guilty run the risk of having their score changed to a zero, receiving a grade of F for the course, and/or dismissal from the University. Students should be familiar with the Student Standards of Academic Integrity. Please review the student rights and responsibilities information online (https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16).

**American with Disabilities Compliance (Policy 6.8.1.2)**
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. The designated liaison for the Department of Kinesiology, Health Promotion, and Recreation is Ms. Doryce Judd (Doryce.Judd@unt.edu). For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

**Family Educational Rights and Privacy Act (FERPA) Information (Policy 18.1.9)**
Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of this class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, homework assignments, roll sheets, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. Instructors, under the reasonable assumption guidelines, assume students are
collecting only their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in you being identified by other students or faculty members.

Course Evaluation

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<thead>
<tr>
<th>ACTIVITY</th>
<th>PERCENT (%)</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
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<tbody>
<tr>
<td>Exams</td>
<td>50</td>
<td>100</td>
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<tr>
<td>Project 1</td>
<td>10</td>
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<td>Project 2</td>
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<tr>
<td>Quizzes</td>
<td>20</td>
<td>40</td>
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<tr>
<td>Instructor Evaluation</td>
<td>5</td>
<td>10</td>
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<tr>
<td>TOALS</td>
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<td>200</td>
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Exams
Five exams will be administered (25 points each) to assess your ability to synthesize the information dealt with in this course. Collectively, these exams will constitute 50% of your final grade. The exams will primarily consist of objective-type questions (e.g., multiple choice and matching) but may also contain applied questions. 4 of 5 exams will count toward your final grade (100 total points). If you complete > 4 exams, your top 4 scores will be used to calculate a point total. If you complete < 4 exams, only those recorded will be used to calculate a point total. If you attempt to take an exam for another student who is absent, then both students will be receive a zero and points will be deducted. Exam 1 (chapters 1-3), Exam 2 (chapters 4, 6, 7), Exam 3 (chapters 8-10), Exam 4 (chapters 11-13), and Exam 5 (chapters 14-16) will cover content from the textbook and materials discussed in class.

Sample Test Questions

1. The lowest level of moral reasoning is characterized by internal control. True or False (circle one)?

2. The general aggression model proposes that the probability of aggression increases because of personal beliefs. True or False (circle one)?

3. The positive “sandwich” approach to correcting errors involves:
   a. Positive statement, corrective feedback, positive statement
   b. Corrective feedback, positive statement, corrective feedback
   c. Positive statement, negative statement, positive statement
   d. Verbal feedback, nonverbal feedback, verbal feedback
4. Vivid imagined events produce an innervation in muscles similar to that produced by physical movements. This is an illustration of the _________________.
   a. Symbolic learning theory
   b. Psychoneuromuscular theory
   c. Muscular contraction theory
   d. Innervation theory

Projects
Two projects will be assigned and represent 25% of your final grade.

Project 1: Social Reinforcement Field Observation
For Project 1, you will observe instruction of group physical activity and code instructor behavior using the Coaching Behavior Assessment System (CBAS; Smith, Smoll, & Hunt, 1977). This project consists of three parts and is worth 20 points: (a) completed CBAS form based on your observation/coding session – worth 5 points (see Instructions 1-4), (b) detailed description and evaluation of instructor’s behaviors – worth 5 points (see Instruction 5), and (c) Quiz – worth 10 points (see Instruction 6).

Instructions
1. Select a physical activity instructor (physical activity teacher, coach, fitness leader, or athletic trainer) to observe in a group setting (the instructor should be working with four or more individuals during your observation period). Explain to the instructor that you need to observe a group or team for a college class you’re taking. Arrange with him or her a date/time to observe an entire activity session. You’ll code his or her behavior for at least 25 minutes during this session.

2. Become very familiar with the CBAS before attending your observation session (i.e., use the textbook, syllabus, and online module to prepare). At the session, review the categories before you attempt to code behavior. Try to get a feel for the behaviors before you begin your coding. Position yourself so you can SEE and HEAR the instructor.

3. Use the CBAS coding sheet that is provided on Canvas (Project 1 folder) to record the instructor's behavior toward the individuals with whom she or he is working. For each behavior, place a mark next to the appropriate category.

4. After you have completed your observation session, tally the totals in each of the categories. Record each category total and the grand total. Use these totals to determine the percentages and ratios for each behavioral category.

5. Answer the 3 questions on the back of the CBAS form. All answers should be typed under each question on a single page (≤ 250 words) in Times New Roman 12-point font with 1-inch margins (no hand-written forms will be accepted). Each response should summarize your observations by providing specific details (e.g., describe the
population and activity, include specific behavior ratios/percentages and quotes, discuss thoughts on overall effectiveness of instruction).

6. Complete the 10 point in-class quiz (10 questions worth 1 point each) pertaining to terms and concepts related to the CBAS.

**Explanation of the Behavioral Categories used on the CBAS**

Make sure you become familiar with each category prior to initiating your observation. Thus, be able to recognize the behavior and immediately code it correctly. If you deliberate too long, you may lose track of other behaviors. The twelve categories are broken up into two classes: (a) reactive behaviors (items 1-8) and (b) spontaneous behaviors (items 9-12). A reactive behavior is a response to a specific behavior while a spontaneous behavior is initiated by the coach and is not a response to a discernible preceding event.

**Reactive Behaviors:**

1. Reinforcement – A rewarding reaction (verbal or nonverbal) to a good play or high-quality effort such as saying “good job” or “way to go”.
2. Non-reinforcement – Failure to respond to a good performance.
3. Mistake-contingent encouragement – Encouragement given to an athlete following a mistake.
4. Mistake-contingent technical instruction – Instruction or demonstration to an athlete on how to correct a mistake he/she has made.
5. Punishment – A negative reaction (verbal or nonverbal) following a mistake such as saying “what the … was that?”
6. Punitive technical instruction – Technical instruction following a mistake given in a punitive or hostile manner.
7. Ignoring mistakes – Failure to respond to an athlete’s mistake. Not responding to an athlete’s mistake can be just a harmful as punishment.
8. Keeping control – Reactions intended to restore or maintain order among team members. Coaches should be able to keep control in a positive manner.

**Spontaneous Behaviors:**

9. General technical instruction – Spontaneous instruction in the techniques and strategies of the sport (not following a mistake).
10. General encouragement – Spontaneous encouragement that does not follow a mistake.
11. Organization – Administrative behavior that sets the stage for play by assigning duties or responsibilities.
12. General communication – Interactions with athletes unrelated to the game.

**Evaluation Criteria**
This project is worth 20 points (10% of your grade) and will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>CRITERIA WEIGHT</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
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<tbody>
<tr>
<td>Part 1. Social Reinforcement Field Observation Data Sheet</td>
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<tr>
<td>(provide number of behaviors for each category, total number of behaviors, percentages, and ratios)</td>
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<tr>
<td>Part 2. Description and evaluation of coaching behaviors</td>
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<tr>
<td>(provide detailed responses to the questions on the back of the CBAS, follow format guidelines, and ≤ 250 words total)</td>
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<tr>
<td>Part 3. Quiz on terms and concepts related to the CBAS</td>
<td>10</td>
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<tr>
<td>TOTALS</td>
<td>20</td>
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**Project 1: Social Reinforcement Field Observation Data Sheet**

Coaching Behavior Assessment Survey (CBAS)

- Observer’s name
- Date of observation
- Time began
- Time ended
- Activity observed
- Program type (high school, recreational, etc.)

<table>
<thead>
<tr>
<th>Behavioral category</th>
<th>Mark each occurrence</th>
<th>Total</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reactive Behaviors</td>
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<tr>
<td>Spontaneous Behaviors</td>
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<td>Total</td>
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Note: Complete this sheet and turn it in with a summary. Percentage of each behavior is (row total/column total) x 100

Determine the following ratios (Reduce to whole numbers, not decimals or fractions):

a. Total number of behaviors : total number of minutes observed =

b. Number of reinforcements : number of non-reinforcements =

c. Number of reinforcements : number of punishments =

d. Number of reinforcements : number of positive technical instructions =

e. Number of reactive behaviors : number of spontaneous behaviors =

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1. Describe the situation, activity, age group, skill/ability level, and any other circumstances pertinent to the instructional environment.

2. What were the most frequent and least frequent behaviors you observed? Provide specific verbal prompts/quotes the coach used during your session?

3. Based on the CBAS, was the instructor effective? What would you tell the instructor about his or her feedback style?

Adapted from the Coaching Behavior Assessment System (Smith, Smoll, & Hunt, 1977)
**Project 2: Journal Article Evaluation and Journal Abstract Data Sheet**

Project 2 ensures that you are able to read and correctly interpret sport and exercise psychology research. It involves two parts and is worth 30 points: (a) Journal Article Evaluation Form and Journal Abstract Data Sheet – worth 20 points (see Instruction 3), and (b) Quiz – worth 10 points (see Instruction 4).

**Instructions**

1. Go to Canvas and open the Project 2 folder containing the two articles below (APA citations listed).


2. Choose one of the articles and print out the entire document. Read the journal article very carefully. You will have to read it several times to fully understand the information. Pay special attention to the introductory information, the rationale for the study, its purpose, the basic method used, results, the discussion of the results, and the implications. Unless you've had advanced statistical courses, the Results section may be difficult to understand, but try to understand as much as you can (e.g., read the text and look over the tables and figures). Also, remember that the article's Abstract and the Discussion section often emphasize the major findings. While reading your selected article, you will want to address the following in your Journal Abstract Data Sheet:

- Explain the purpose of the study.
- Indicate how the study was conducted (explain who the participants were and what they did).
- Discuss the primary results of the study (explain what was found).
- Discuss the implications of the study (explain how practitioners, coaches, or researchers can use the results).
- Discuss the conclusions of the study (explain what the results mean).
- Indicate the limitations of the study (indicate whether the authors acknowledge the limitations of the study and identify any additional limitations you may find).
- Provide information on possible future research directions (if you were conducting research in this area, what would be the next study you would conduct based on the outcome of this study?).

*Note.* Responding to these points will most likely help you complete the Journal Article Evaluation Form and the Journal Abstract Data Sheet. This will also help you prepare for the quiz.
3. Complete the Journal Article Evaluation Form AND type (no hand-written papers will be accepted) your Journal Abstract Data Sheet for one of the research articles available on Canvas (see the following pages). Be sure to include a title page. The purpose of this is to help you learn how to efficiently summarize research articles. Your final paper should be virtually free of grammatical and spelling errors.

4. Complete the in-class quiz pertaining to the article you read. To successfully answer the 10 questions on the in-class quiz (worth 1 point each), you will need to have read (several times) and understood the article of choice.

**Evaluation Criteria**
This project is worth 30 points (15% of your grade) and will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>CRITERIA WEIGHT</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
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<tbody>
<tr>
<td><strong>Part 1. Journal Abstract Data Sheet</strong> Content (e.g., use of American Psychological Association reference format [APA 6th Edition], title page purpose, methods, results, implications, limitations, and conclusion)</td>
<td>5</td>
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<tr>
<td><strong>Part 2. Organization, clarity and quality of writing, and format</strong> (typed using 12-point Times New Roman font, single-sided page, double-spaced lines, 1-inch by 1-inch margins, and ≤ 500 words total)</td>
<td>10</td>
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<tr>
<td><strong>Part 3. Your personal evaluation based on past experience (as an athlete, coach, fitness leader, spectator, or as research article reviewer) and the Journal Article Evaluation Form</strong></td>
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<tr>
<td><strong>Part 4. Quiz on content from selected article</strong></td>
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<td><strong>TOTALS</strong></td>
<td>30</td>
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</table>
## Project 2: Journal Article Evaluation Form

1 = Completely Incompetent, 2 = Poor, 3 = Mediocre, 4 = Good, 5 = Excellent

<table>
<thead>
<tr>
<th>CHARACTERISTIC</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1. Problem is clearly stated</td>
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<td>2. Hypotheses are clearly stated</td>
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<td>3. Problem is significant</td>
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<td>4. Assumptions are clearly stated</td>
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<td>5. Limitations of the study are stated</td>
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<td>6. Important terms are defined</td>
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<td>7. Relationship of the problem to previous research is made clear</td>
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<td>8. Research design is described fully</td>
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<td>9. Research design is appropriate for the solution of the problem</td>
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<td>10. Research design is free of specific weaknesses</td>
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<td>11. Population and sample are described</td>
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<td>12. Method of sampling is appropriate</td>
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<td>13. Data-gathering methods or procedures are described</td>
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<td>14. Methods or procedures are appropriate to the solution of the problem</td>
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<td>15. Data-gathering methods or procedures are utilized correctly</td>
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<td>16. Validity and reliability of the evidence gathered are established</td>
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<td>17. Appropriate methods are selected to analyze the data</td>
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<td>18. Methods used in analyzing the data are applied correctly</td>
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<td>19. Results of the analysis are presented clearly</td>
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<td>20. Conclusions are clearly stated</td>
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<td>21 Conclusions are substantiated by the evidence presented</td>
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<td>22. Generalizations are confined to the population from which the sample was drawn</td>
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<tr>
<td>23. Article is clearly written</td>
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<td>24. Article is logically organized</td>
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<td>25. Tone of the article displays an unbiased, impartial scientific attitude</td>
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</table>

Adapted from the *Handbook in Research Evaluation* (Isaac & Michael, 1983)
Project 2: Journal Abstract Data Sheet

Running head: PROJECT 2

Project 2: Journal Abstract Data Sheet
John Doe
University of North Texas

APA Reference Citation

Provide the reference of the article reviewed in this space. Use the format provided in the Publication Manual of the American Psychological Association (6th Ed., p. 198).

Annotations (e.g., Purpose, Methods, Results, and Conclusions)

In your own words, provide a summary of the article selected for Project 2 in this space. Explain the purpose of the study. Indicate the methods used. Discuss the results, conclusions, and implications made by the authors. Also, provide the potential limitations associated with the findings.

Content, organization, clarity, quality of writing, and format are all important. Use 12-point Times Roman font, single-sided pages, double-spaced lines, and 1-inch margins. The Annotations section should be no longer than 300 words. Read the instructions and criteria listed in the syllabus.

Personal Evaluation

In this space, provide your personal evaluation of the article based on your past (a) sport and exercise experience or (b) experience reading and reviewing research journal articles. Describe your past experiences and then indicate your thoughts about the article. Make sure to explain your reasons for your thoughts about the article. The Personal Evaluation section should be no longer than 200 words.
**Quizzes**
Multiple in-class quizzes (announced and unannounced) will be administered and account for 20% of your final grade. As with exams, they may consist of multiple choice, matching, true/false, or short answer questions. It is your responsibility to read the materials (e.g., syllabus, chapters, lecture notes, and assignments) and prepare PRIOR to each class. A total of 6 quizzes will be administered throughout the semester (10 points each). 4 of the 6 quizzes will count toward your final grade (40 total points). If you complete > 4 quizzes, your top 4 scores will be used to calculate your point total. If you complete < 4 quizzes, only those recorded will be used to calculate your point total. If you attempt to take a quiz for another student who is absent, then both students will be receive a zero and points will be deducted. Note. If you show up late or leave early on a quiz day without an authorized university excuse (see attendance standards above), you will receive a zero on that quiz and no make-up will be provided.

**Instructor Evaluation**
Attendance, preparedness, and class participation will be used in your evaluation and constitutes 5% of your final grade.

**Attendance.** Defined as being in the classroom for the complete class period. Being late and/or leaving early will be counted as not being in attendance and may result in points being deducted from your final point total. During 10 class meetings, an attendance form will be circulated or an activity will be used to document attendance (e.g., iClicker, Kahoot, worksheet, etc.). You will be allowed THREE (3) absences during the semester for any reason, no questions asked. These absences can occur on exam and quiz days, but not on project submission days (see schedule). Following THREE (3) absences, points will be deducted from your evaluation points for each additional absence.

**Preparedness.** Students are expected to read the assigned chapters and articles, formulate discussion points and questions, share perspectives, and provide professional constructive feedback to fellow students and instructors. The benefits derived from this course correspond directly to the degree of student preparation for class meetings. Therefore, part of a student’s final grade is tied to regular and meaningful contribution to group discussions. In order to master course content and complete assignments at a grade of C or better, it is expected that students will spend approximately 6-9 hours per week preparing for classes by studying the text and assigned readings and completing any assigned homework. Assignments should be completed on time; late work will not be accepted unless arrangements have been previously made with the instructor.

**Participation.** Actively involving yourself in class discussions and activities can help develop your understanding of the topics covered and improve your course grade. Everyone’s final grade will undoubtedly be influenced positively through thoughtful and active class participation.
**Tips for being successful**

**Tip 1: How should I use all of these resources to succeed in this class?**
1.) Attend class
2.) Read the textbook
3.) Utilize the lecture materials
4.) Take the chapter self-tests and view the other on-line ancillaries on Canvas to gain an extensive understanding of sport and exercise psychology

**Tip 2: How should I prepare for quizzes and exams?**
1.) Attend class
2.) Read the textbook
3.) Utilize the lecture materials
4.) Take the chapter self-tests
5.) Outline the material using online notes
6.) Define terms and answer review questions at the end of each chapter
7.) Make the review questions into multiple choice questions
8.) Use education apps (e.g., Quizlet)
9.) Think about how you can apply the information to yourself
10.) Get involved in class and/or study groups

**Tip 3: What can help me to do well on Project 1?**
1.) Use the textbook, syllabus, and CBAS module to practice coding behaviors
2.) Accurately record the number of behaviors, percentages, and ratios
3.) Fully answer the questions on the bottom and back of the CBAS form
4.) Proofread your responses and have someone else review your paper (e.g., friend, significant other, UNT writing lab, etc.)

**Tip 4: What can help me to do well on Project 2?**
1.) Read the article
2.) Read the article again
3.) Prepare for the quiz
4.) Use APA format for the article reference
5.) Address all bullet points on page 9 in your Journal Abstract Data Sheet
6.) Follow formatting guidelines on pages 9-12 (e.g., font, spacing, margins, etc.)
7.) Proofread your paper and have another person review your paper (e.g., friend, significant other, or UNT writing lab can help you eliminate awkward sentences)
# Tentative Class Outline and Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>DAY</th>
<th>TOPIC</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Overview of Course &amp; Syllabus</strong></td>
</tr>
<tr>
<td>Week 1</td>
<td>27-Aug</td>
<td>Mon</td>
<td>Discuss PROJECT 1: Social Reinforcement Field Observation</td>
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<td></td>
<td></td>
<td></td>
<td>CHAPTER 1: Welcome to Sport and Exercise Psychology</td>
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<tr>
<td></td>
<td>29-Aug</td>
<td>Wed</td>
<td>CHAPTER 1: Welcome to Sport and Exercise Psychology</td>
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<tr>
<td>Week 2</td>
<td>3-Sept</td>
<td>Mon</td>
<td><strong>NO CLASS – Labor Day</strong></td>
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<tr>
<td></td>
<td>5-Sept</td>
<td>Wed</td>
<td>CHAPTER 2: Personality and Sport</td>
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<tr>
<td>Week 3</td>
<td>10-Sept</td>
<td>Mon</td>
<td>CHAPTER 2: Personality and Sport</td>
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<td>CHAPTER 3: Motivation</td>
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<td></td>
<td>12-Sept</td>
<td>Wed</td>
<td>CHAPTER 3: Motivation</td>
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<tr>
<td>Week 4</td>
<td>17-Sept</td>
<td>Mon</td>
<td><strong>EXAM #1 (Chapters 1-3)</strong></td>
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<tr>
<td></td>
<td>19-Sept</td>
<td>Wed</td>
<td>CHAPTER 4: Arousal, Stress, and Anxiety</td>
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<tr>
<td>Week 5</td>
<td>24-Sept</td>
<td>Mon</td>
<td>CHAPTER 4: Arousal, Stress, and Anxiety</td>
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<td></td>
<td>26-Sept</td>
<td>Wed</td>
<td>PROJECT 1: Social Reinforcement Field Observation due; Quiz</td>
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<td>Week 6</td>
<td>1-Oct</td>
<td>Mon</td>
<td>CHAPTER 6: Feedback, Reinforcement, and Intrinsic Motivation</td>
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<td>3-Oct</td>
<td>Wed</td>
<td>CHAPTER 7: Group and Team Dynamics</td>
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<td>Week 7</td>
<td>8-Oct</td>
<td>Mon</td>
<td><strong>EXAM #2 (Chapters 4, 6, 7)</strong></td>
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<td></td>
<td>10-Oct</td>
<td>Wed</td>
<td>Discuss PROJECT 2: Article Evaluation/Abstract Data Sheet</td>
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<td>CHAPTER 8: Group Cohesion</td>
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<td>Week 8</td>
<td>15-Oct</td>
<td>Mon</td>
<td>CHAPTER 9: Leadership</td>
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<td>17-Oct</td>
<td>Wed</td>
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<td>CHAPTER 10: Communication</td>
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<td>Week 9</td>
<td>22-Oct</td>
<td>Mon</td>
<td>CHAPTER 10: Communication</td>
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<td>24-Oct</td>
<td>Wed</td>
<td><strong>EXAM #3 (Chapters 8-10)</strong></td>
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<td>Week 10</td>
<td>29-Oct</td>
<td>Mon</td>
<td>CHAPTER 11: Introduction to Psychological Skills Training</td>
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<td>31-Oct</td>
<td>Wed</td>
<td>CHAPTER 12: Arousal Regulation</td>
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<td>Week 11</td>
<td>5-Nov</td>
<td>Mon</td>
<td>PROJECT 2: Article Evaluation/Abstract Data Sheet due; Quiz</td>
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<td>7-Nov</td>
<td>Wed</td>
<td>CHAPTER 13: Imagery</td>
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<td>Week 12</td>
<td>12-Nov</td>
<td>Mon</td>
<td>CHAPTER 13: Imagery</td>
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<td>14-Nov</td>
<td>Wed</td>
<td><strong>EXAM #4 (Chapters 11-13)</strong></td>
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<td>Week 13</td>
<td>19-Nov</td>
<td>Mon</td>
<td>CHAPTER 14: Self-Confidence</td>
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<td>21-Nov</td>
<td>Wed</td>
<td><strong>NO CLASS – Thanksgiving Break</strong></td>
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<td>Week 14</td>
<td>26-Nov</td>
<td>Mon</td>
<td>CHAPTER 15: Goal Setting</td>
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<td>28-Nov</td>
<td>Wed</td>
<td>CHAPTER 15: Goal Setting</td>
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<td>CHAPTER 16: Concentration</td>
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<td>Week 15</td>
<td>3-Dec</td>
<td>Mon</td>
<td>CHAPTER 16: Concentration</td>
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<td>5-Dec</td>
<td>Wed</td>
<td><strong>NO CLASS – Pre-Finals Day</strong></td>
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<tr>
<td>Week 16</td>
<td>10-Dec</td>
<td>Mon</td>
<td><strong>EXAM #5 (Chapters 14-16, 1:30 – 3:30PM)</strong></td>
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*** This schedule is tentative and will more than likely change throughout the semester. It is your responsibility to adhere to any changes. ***