

University of North Texas
Department of Kinesiology, Health Promotion, and Recreation
Kinesiology 4000: Psychology of Sport
Spring 2017
TR 2:00 – 3:20 PM
PEB 216

Instructor Information

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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.

Required Text

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

Topical Contents

| | |
|----------|---|
| 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 |

Learner 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 *demonstrate effective interventions and strategies* for improving human performance and effectiveness in sport and physical activity.

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. Please plan to:

- Be in class and ready to start on time.
- Turn cell phones off or to vibrate (no text messaging, picture taking, etc.).
- Turn off iPods, computers, and other electronic devices prior to entering class and stored in your backpack or under your desk. Using a laptop to take notes is *discouraged* because there is evidence they hinder learning and can be distracting to others (Sana, Weston, Cepeda, 2013). If a computer is required, then speak with me beforehand and sit in *the back row*.
 - Only topics related to the course content should be discussed during class time. Talking during a lecture or engaging in inappropriate discussions is distracting to others in the 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 referring you to the Center for Student Rights and Responsibilities to consider whether your conduct violated the Code of Student Conduct, which can be found online.

Course Email Requirements and Etiquette

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

Please send emails to my Scott.Martin@unt.edu address and *NOT* Blackboard. Students are expected to carefully and thoughtfully write professional emails. For example, please use a meaningful subject line (e.g., KINE 4000: Project 1 Question), a greeting (e.g., Hello Dr. Martin), and a signature with your name at the end. Writing professional emails is an important skill for all students so please avoid using abbreviations, all lower case, or all 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.

Academic Dishonesty

Cheating or plagiarism will not be tolerated. Students caught cheating during an examination or 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 academic dishonesty policy at UNT. Please review the student rights and responsibilities information online.

American with Disabilities Compliance

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. 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

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. The instructor, under the reasonable assumption guidelines, assumes 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.

Blackboard Course Requirement

All students are required to become familiar with their UNT Blackboard account. Information about this course and updates to assignments will be uploaded via Blackboard. Students must check the Blackboard site regularly to keep up with course requirements. Blackboard Learn will be used to supplement the course. Specifically, students will be able to find the following resources: lecture notes, chapter self-tests, project information, exam review materials, and chapter videos.

Welcome to KINE4000 on Blackboard



[syllabus](#)



[KINE4000 Projects and Activities](#)



[Chapter 1: Introduction, History, & Science](#)



[Chapter 2: Personality](#)



[Chapter 3: Motivation](#)



[Chapter 4: Arousal, Stress, & Anxiety](#)

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; and 4.) Take the chapter self-tests and view the other on-line ancillaries on Blackboard Learn to gain an extensive understanding of sport and exercise psychology. Chapter self-tests and online materials will be removed at midnight the night before an exam.

Grade Criteria Overview

| Activities | Points | Percentage | Your Pts. |
|--|------------|-------------|-----------|
| Exam 1: Chapter 1–8 and Class Lectures | 50 | 20% | |
| Exam 2: Chapter 9–16 and Class Lectures | 50 | 20% | |
| Project 1: Journal Abstract Evaluation and Data Sheet and Quiz | 25 | 10% | |
| Project 2: Social Reinforcement Field Observation and Quiz | 50 | 20% | |
| Quizzes (Syllabus, Lecture Notes, and Chapters) | 50 | 20% | |
| Attendance and Class Participation (20 pts) Research Activity (5 pts) | 25 | 10% | |
| Totals | 250 | 100% | |

Grade Criteria

There are *two exams* that contribute to 40% of your final grade. You are required to take both exams. A green scantron will be provided to you for exams and quizzes. There are also *two projects*. *Project 1* involves a research article critique and quiz and *Project 2* involves a social reinforcement field observation and quiz. Projects represent 30% of your final grade. Typically, no late project papers will be accepted. The in-class *quizzes* and the *class attendance/participation and the research activity* will make up 30% of your final grade.

It is your responsibility to read the chapters and notes prior to attending the class pertaining to that chapter. Actively involving yourself in class discussions and activities can help improve your understanding of the topics covered and your grade. Should you have any questions regarding project assignments, grading, exam results, etc., it is *YOUR RESPONSIBILITY* to see me well in advance of due dates. I will be happy to discuss any of the above with you.

Attendance and Class Participation

Attendance is 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 most scheduled class meetings an attendance form will be circulated for you to sign or an activity will be used to document attendance. If you sign-in for another student who is absent, then both students will be considered absent and points will be deducted.

You will be allowed FOUR (4) absences during the semester for any reason. These *DO NOT* include exam or project quiz days. Following the FOUR (4) absences ("freebies"), 2 points will be deducted from the final point total for each additional absence. In the event that you are scheduled to take part in an official University function on the date of an exam, please contact me at once in order to schedule a make-up test session. 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.

Quizzes

This course is about *learning life skills, taking responsibility for oneself, and developing more effective strategies and habits to improve performance*. It is your responsibility to read the material (i.e., syllabus, chapters, lecture notes, and assignments) and prepare PRIOR to each class day. Quizzes will be given to determine if you are in attendance and adequately preparing for class and the course exams. The quizzes will be structured similar to the exams (i.e., multiple choice and true/false questions). Each quiz will have 10 questions (each question is worth 1/2 point) that cover the material from the most recent chapter. Scantrons will be provided for in-class quizzes. (**Important Note:** Missing a quiz results in a zero for that quiz and no make-ups are allowed. Hence, show up on time prepared for class.)

Exams

A green scantron will be provided for the exams, but you are responsible for bringing a pencil. *Other materials* (e.g., books, backpacks, cell phones, and/or notes) *are NOT needed on exam days*. If you do bring a cell phone, turn it off before class. The first exam will cover Chapters 1–8 from the textbook (Weinberg & Gould, 2015) and materials discussed in class. The second exam will cover Chapters 9–16 and materials discussed in class. Chapter self-tests and online materials will be removed at midnight the night before an exam. The exams may include true/false and multiple-choice questions.

Sample Test Questions

1. In the early stages of learning, intermittent and immediate reinforcement is effective. T or F
2. Research by Weinberg and Gould investigating sources of stress of successful and unsuccessful elite wrestlers is a good example of a cognitive-behavioral orientation. T or F
3. The research investigating the personality profiles of athletes and nonathletes has found
 - a. No specific personality profile that distinguishes athletes from nonathletes.
 - b. Athletes have higher levels of anxiety than nonathletes.
 - c. Athletes are more introverted than nonathletes.
 - d. Athletes have higher levels of self-esteem than nonathletes.
4. Vivid imagined events produce an innervation in muscles similar to that produced by physically movements. This is an illustration of the _____.
 - a. Symbolic learning theory
 - b. Psychoneuromuscular theory
 - c. Muscular contraction theory
 - d. Innervation theory

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; and 10.) Get involved in class and/or study groups.

Project 1: Journal Abstract Evaluation and Data Sheet

Project 1 ensures that you are able to read and correctly interpret sport and exercise psychology research. It involves two parts and is worth 25 points: (a) Journal Article Evaluation Form and Journal Abstract Data Sheet - worth 15 points (see Instruction 3), and (b) quiz - worth 10 points (see Instruction 4).

Instructions

1. Go to the KINE4000 Blackboard site and open the Project folder containing two articles (see the citations below).

Priebe, C. S., & Spink, K. S. (2015). Less sitting and more moving in the office: Using descriptive norm messages to decrease sedentary behavior and increase light physical activity at work. *Psychology of Sport and Exercise, 19*, 76-84.

Wright, D. J., McCormick, S. A., Birks, S., Loporto, M., & Holmes, P. S. (2015). Action observation and imagery training improve the ease with which athletes can generate imagery. *Journal of Applied Sport Psychology, 27*, 156-170.

2. Choose one of the two articles to read and make a copy of the complete article. Read the journal article 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. Also, remember that the abstract and the discussion section often emphasize the major findings (e.g., read the text and review the tables and figures). While reading the article, you will want to address the following in your paper:

- Explain the purpose of the study.
- Indicate how the study was conducted (see methods; e.g., explain who the participants were and what they did).
- Discuss the results of the study (i.e., explain what was found).
- Discuss the implications of the study (i.e., explain how practitioners, coaches, researchers, etc. can use the results).
- Discuss the conclusions of the study (i.e., explain what the results mean).
- Indicate the limitations of the study (e.g., indicate whether the author(s) acknowledge the limitations of the study).
- Provide information on possible future research directions (i.e., if you were conducting research in this area, what would be the next study you would conduct based on the outcome of this study?).

Responding to these points will *most likely* help you complete the Journal Article Examination Form and the Journal Abstract Data Sheet. This will also help you prepare for the Project 1 quiz.

3. Complete the Journal Article Examination Form AND type your Journal Abstract Data Sheet (see the following pages) for ONE of the research articles available on Blackboard. No hand written papers will be accepted. 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 10% or 25 points of your grade and will be evaluated according to the following criteria:

| Criteria Weight | Points | Your Points |
|--|-----------|-------------|
| <i>Part 1.</i> Data Sheet-Journal Abstract Content (e.g., use of American Psychological Association reference format [APA 6th Edition], purpose, methods, results, implications, and conclusion) | 5 | |
| Organization, clarity and quality of writing, and format (typed using 12 point Times Roman font, single-sided page, double-spaced lines, 1 inch by 1 inch margins, and ≤ 500 words) | 5 | |
| Your evaluation based on past experience (as an athlete, coach, fitness leader, spectator, or as research article reviewer) and the Journal Article Examination Form | 5 | |
| <i>Part 2.</i> Quiz (i.e., 1 point for each correct response on the 10-item multiple choice quiz) | <u>10</u> | |
| Total | 25 | |

Note. Due at the beginning of the class – no late papers are accepted.

Project 1: Journal Article Evaluation Form

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

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

Adapted from the *Handbook in Research and Evaluation*, Isaac and Michael (1983)

Project 2: Social Reinforcement Field Observation

For Project 2, you will: (a) observe instruction of a group physical activity and coding instructor behavior using the Coaching Behavior Assessment System (CBAS; Smith, Smoll, & Hunt 1977); (b) describe and evaluate the instructor's behavior; and (c) integrate and apply your knowledge of sport and exercise psychology to a practical setting. This project consists of an observation/coding session, a typed evaluation paper, and quiz.

Instructions: Field Observation/Coding Session

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. During this session you'll code his or her behavior for at least 25 minutes.
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 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 also the grand total. Use these totals to determine the percentages for each behavioral category. *Include your recording sheet with your paper.*

Instructions: Writing the Summary Evaluation Paper

The final paper should adhere to the guidelines provided in the *Publication Manual of the American Psychological Association* (APA, 2010). That is, your final product should be typed using Times Roman 12-point font, double-spaced, with 1-inch margins. Each source should be cited within the text according to the APA format guidelines. For example, the following statement could be made within the paper: "Coaches should primarily use a positive approach to motivation to avoid the potential drawbacks of regularly using punishment (Weinberg & Gould, 2015)". Likewise, each source should be referenced at the end of the paper according to the APA guidelines (see reference list at the end of this section as an example).

The final paper should include the CBAS data sheet and 2-3 typed pages summarizing your observations (e.g., numbers for each behavior, total numbers, percentages, ratios, and specific comments or feedback made). Based on your observation and what you have learned about reinforcement principles, *include the following sections in your paper*:

1. An introductory paragraph describing the situation, activity, age group, skill or ability level, and any other circumstances pertinent to the instructional environment you observed. Your second paragraph should introduce what the CBAS is (include citation) and its components.

2. Several paragraphs discussing the types (reinforcement, etc.) and frequencies of responses (i.e., ratios, percentages, and total number) given by the instructor/coach regarding the participants' behaviors or actions. You should also include 1-2 quotes of what the coach said. Use your discretion in organizing this portion of the discussion, but it should be clear and based on the data obtained (i.e., I should know what the instructor/coach was like without looking at the coding sheet). In your discussion of the results, you should also consider these questions:
 - What were the most frequent behaviors? Why?
 - What were the least frequent behaviors? Why?
 - Based on the CBAS, was this instructor effective?
3. Provide your thoughts about the overall effectiveness of the instruction based on past experiences and on past research. Discuss recommendations regarding the instructor's reinforcement behaviors. Given your sport and exercise psychology knowledge and professional experience, what would you tell this instructor about his or her feedback style?
4. A summary paragraph that ties the whole paper together.
5. Correctly cite any statements made throughout the paper using APA format (see examples provided below and also in the *Publication Manual of the APA* 6th Edition, 2010; pp. 193-224).

Explanation of the Behavioral Categories used on the CBAS

Make sure to 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 to 8) and (b) spontaneous behaviors (items 9 to 12). A reactive behavior is a response to a specific behavior. There are eight 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 as 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.

The last four categories are spontaneous behaviors. A spontaneous behavior is initiated by the coach and is not a response to a discernible preceding event.

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% or 50 points of your grade using the following criteria:

| Project 2 Criteria Weight | Points | Your Points |
|--|---------------|--------------------|
| Social Reinforcement Field Observation Data Sheet (see page 14; provide number of behaviors for each category, total number of behaviors, percentages, and ratios) | 20 | |
| Observation Summary (2-3 typed pages [i.e.,3-4 with Data Sheet]) Organization, clarity and quality of writing, and format (typed using 12 point Times Roman font, single-sided, double-spaced, 1 inch by 1 inch margins, and length should be ≥ 500 words but ≤ 1000 words) Use of specific numbers, percentages, and examples | 20 | |
| Quiz on terms and concepts related to reinforcement and punishment | <u>10</u> | |
| Total | 50 | |

Note. Due at the beginning of the class – no late papers are accepted.

References

- Smith, R. E., Smoll, F. L., & Hunt, E. B. (1977). A system for the behavioral assessment of coaches. *Research Quarterly*, 48, 40-407.
- Weinberg, R. S., & Gould, D. (2015). *Foundations of sport and exercise psychology* (6th ed.). Champaign, IL: Human Kinetics.

Social Reinforcement Field Observation Data Sheet

Observer's name _____ Date of observation _____

Time began _____ Time ended _____ Activity observed _____

Program type (high school, recreational, etc.) _____

| Behavioral category | Mark each occurrence | Total | Percentage |
|-------------------------------------|----------------------|-------|------------|
| <i>Reactive Behaviors</i> | | | |
| Reinforcement | | | |
| Non-reinforcement | | | |
| Mistake-contingent encouragement | | | |
| Mistake-contingent technical instr. | | | |
| Punishment | | | |
| Punitive technical instruction | | | |
| Ignoring mistakes | | | |
| Keeping control | | | |
| <i>Spontaneous Behaviors</i> | | | |
| General technical instruction | | | |
| General encouragement | | | |
| Organization | | | |
| General communication | | | |
| Total | | | |

Note. Complete this sheet and turn it in with your 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 punitive technical instructions =

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

Tip 4: What can help me to do well on Project 2? 1.) Use the textbook, syllabus, and CBAS module on Blackboard to practice coding behaviors; 2.) Accurately record the number of behaviors, percentages, and ratios; 3.) Address the four sections and bullet points on pages 11 through 13; 4.) Follow the formatting guidelines on page 13; and 5.) Proofread your paper and have someone else review your paper (e.g., friend, significant other, UNT writing lab, etc.).

Kinesiology 4000: PSYCHOLOGY OF SPORT
“Tentative” Schedule of Events
TR 2:00 to 3:20 PM

| Month | Day | Assignment and Activity |
|-----------------|--------------|--|
| January | 17 | Course Introduction (Syllabus, Lecture, Blackboard, etc.) |
| | 19 | CHAPTER 1: Welcome to Sport and Exercise Psychology |
| | 24-26 | CHAPTER 2: Personality and Sport |
| | 31 | CHAPTER 3: Understanding Motivation |
| February | 2-7 | CHAPTER 4: Arousal, Stress, and Anxiety |
| | 9 | CHAPTER 5: Competition and Cooperation |
| | 14 | Due at the Beginning of Class: Project 1 Research Article Critique, Project 1 In-class Quiz on Research Article |
| | 16-21 | CHAPTER 6: Feedback, Reinforcement, and Intrinsic Motivation |
| | 23 | CHAPTER 7: Group and Team Dynamics |
| | 28 | CHAPTER 8: Group Cohesion |
| March | 2 | Review Exam 1 Matching Activity |
| | 7 | Exam 1 (Chapters 1-8) |
| | 9 | Return Exam 1 |
| | 14-16 | Spring Break |
| | 21 | Discuss Project 2 Social Reinforcement Field Observation |
| | 23 | CHAPTER 9: Leadership |
| | 28 | CHAPTER 10: Communication |
| | 30 | Due at the Beginning of Class: Project 2 Field Observation Data Sheet and Paper, Project 2 In-class Quiz |
| April | 4 | CHAPTER 11: Introduction to Psychological Skills Training |
| | 6 | CHAPTER 12: Arousal Regulation |
| | 11 | CHAPTER 13: Imagery |
| | 13 | CHAPTER 14: Self-Confidence |
| | 18 | Research Activity |
| | 20-25 | CHAPTER 15: Goal Setting |
| | 27 | CHAPTER 16: Concentration |
| May | 2 | Discussion Research Activity, Review for Exam 2 |
| | 4 | Individual Meetings |
| | 11 | Exam 2 (Chapters 9-16) on Thursday from 1:30 - 3:30 PM |