

**ESS 388 - PSYCHOLOGY OF SPORT AND EXERCISE COURSE OUTLINE  
AND READING SCHEDULE**

Spring 2005

Tues. & Thur. 2:00-3:15 PM

Room 340 HHP

**INSTRUCTOR**

Renee Newcomer, Ed.D.  
Room 237M HHP  
Office Ph ~ 256.0280  
Email ~ [rnewcom@uncg.edu](mailto:rnewcom@uncg.edu)

Office Hrs: Tues & Thurs 1-2:00 PM  
Other times by appointment

**TEACHING ASSISTANT**

Cindra Kamphoff, M.S.  
Sport & Exercise Psychology Lab (247 HHP)  
Email ~ [cskampho@uncg.edu](mailto:cskampho@uncg.edu)

Office Hrs: By appointment

**COURSE DESCRIPTION AND OBJECTIVES**

This undergraduate Exercise and Sport Science major's core course examines psychological theories and research related to sport and exercise behavior. It is designed to introduce you to the field of sport and exercise psychology by providing a broad overview of the major topics in the area. Prerequisite for enrollment in this course is completion of PSY 121 with a passing grade.

The course/student learning objectives include:

1. A comprehension of how psychological factors influence involvement and performance in sport, exercise, and physical education settings.
2. A comprehension of how participation in sport, exercise, and physical education influences the psychological make-up of those individuals involved.
3. The application of sport and exercise psychology skills and knowledge to coaching, teaching, PT-athletic training, and/or exercise leadership situations.

**ASSIGNED READING / TEXTBOOK**

You are required to keep up by reading the course material assigned **prior to** each class meeting. Assigned reading will primarily include the required textbook (see below) but may also include material from other sources, and these outside readings will be available to you in class and/or on Blackboard.

Weinberg, R.S., & Gould, D. (2003). *Foundations of sport and exercise psychology (3rd edition)*. Champaign, IL: Human Kinetics. **NOTE: Need 3<sup>rd</sup> Edition, NOT 2<sup>nd</sup> Edition**

## CLASS PROCEDURES AND REQUIREMENTS

I. **CLASS FORMAT** will consist of a combination of lecture, discussion, video, and individual and/or small group work will be used.

### II. **EVALUATION**

A. **Participation.** For this class to be successful, everyone involved must contribute. This includes preparing for class by completing the reading materials on time, completing an outline (available on blackboard) for each chapter, attending class, coming to class on time, “active involvement” in class discussions, and checking Blackboard on a weekly basis for course updates and any possible schedule changes. In fact, PARTICIPATION IS SO IMPORTANT IN THIS CLASS THAT IT REPRESENTS 10% OF YOUR FINAL GRADE.

<u>Class % pts Available</u>	
10	Participation
10	Project 1
15	Project 2
15	Project 3
10	Homework
+ 40	<u>Quizzes</u>

Outlines will be available for each chapter on blackboard. It is expected that each student complete the outline BEFORE the chapter is discussed in class. This ensures that each student has read the assigned chapter, considered the topics presented, and outlined questions they have for class discussion. Chapter outlines will be picked up periodically and will count towards your participation grade. It is also important to recognize that this participation grade will not be a token assessment. Those who come to class prepared and contribute will be rewarded; those who do not will earn little, if any, credit in this category.

In addition to completing chapter outlines, there are other ways you can earn daily participation scores. For example, if you're watching ESPN SportsCenter or reading the paper or popular magazine and see a story that coincides with a topic we're discussing in class, share it with the class by leading a brief (~ 5 min) discussion. Bring in a copy of the article or write out a brief (<1 page) description of the story as well as your thoughts and discussion points/questions (related to our lecture, discussion and/or readings).

B. **Projects.** Three projects will be assigned during the course to assess how well you are achieving student learning objectives 1 to 3 (see *Course Description*). The specific nature of these assignments will be outlined in a separate handout provided in class and posted on Blackboard. Projects will account for 40% of your final grade. It is expected that you turn in assignments when they are due (see *Course Schedule*). If you turn in a project after the due date, points will be deducted from your project grade as follows: late but on due date (-10%), by next class (-20%), one week (-30%), two weeks or longer (-40%, up to -75%).

C. **Homework.** Approximately 10 brief tasks will be assigned throughout the semester to assist you in achieving student learning objectives 1 to 3. Each homework assignment accounts for 1% of your final grade, totaling 10%. Homework assignments are due in class on the date outlined on the class schedule. If homework is turned in after class on the date outlined, .5% will be deducted automatically.

**D. Quizzes.** Eight quizzes will be scheduled during the semester to evaluate how well you achieve student learning objectives 1 to 3. Quizzes will typically cover 3 chapters. They may consist of both objective (true-false, multiple choice, matching) and short essay questions. ONLY 7 of the 8 quizzes will count towards 40% of your final grade. This allows you to drop your lowest quiz grade (or a missed quiz) at the end of the semester. There are **ABOLUTELY NO** make-up quizzes given.

**III. ATTENDANCE POLICY.** Attending class is essential for your learning and directly contributes to your participation grade in this course. You are allowed 4 absences. After 4 absences, your grade will drop 5% (e.g., from 90% to 85%). Your grade will continue to drop 5% after each subsequent absence. For example, if you are absent 6 times, your grade will drop a total of 10%.

**No Extra Credit Assignments OR Make-Up Work Are Given In This Course  
Final Grades Are Determined By Predetermined Points and Are Non-Negotiable**

**IMPORTANT:** This syllabus is likely to change as the semester progresses. It is your responsibility to be aware of any and all changes by attending class, checking Blackboard, or by talking to your classmates and instructor (and/or TA).

### ADDITIONAL COUSE / UNCG POLICIES

#### I. STUDENT PERFORMANCE AND/OR DISRUPTIVE BEHAVIOR

- A. If an event occurs during the semester which interferes with your ability to attend class and complete requirements, I strongly encouraged you to talk with me and seek the assistance of **Dr. Jen Day Shaw, Dean of Students** at 334-5099 or [jdshaw@uncg.edu](mailto:jdshaw@uncg.edu). The Dean's assistance will facilitate making an exception to class policy for your situation.
- B. My role as a faculty member is to insure that each student has a learning environment free from disruption. If, at any time during the semester, your behavior negatively affects the learning environment for other students, I have the right to suspend and withdraw you from the course. The **UNCG policy for Disruptive Behavior in the Classroom** is included under the Student Code of Conduct and available on-line at <http://studentconduct.uncg.edu/policy/>.

#### II. GRADING POLICY & ACADEMIC WORKLOAD

- A. UNCG Grades and Grading System (2003-2004 UNCG Undergraduate Bulletin, p. 39)  
"A grade in a course is based on the quality of the student's classroom and written work throughout the semester....
- A Excellent** – indicates general achievement and excellence in several areas....
- B Good** – indicates general achievement superior to the acceptable standard defined as C....
- C Average** – indicates the acceptable standard for graduation from UNCG....
- D Lowest Passing Grade** – indicates work which falls below the acceptable standards defined as C but which is of sufficient quality and quantity to be counted in hours of graduation if balanced by superior work in other courses.
- F Failure**—indicates failure that may not be made up except by repeating the course."

B. UNCG Suggested Academic Workload Guidelines (2003-04 Undergraduate Bulletin, p. 37)  
“Students should be aware that academic excellence and scholastic achievement usually require a significant investment of time in study, research, and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the following recommendations are offered:

1. In general, students should plan to devote between **2-3 hours outside of class** for each hour in class (**Note: For ESS 388 this means you should plan on spending 5-7.5 hours per week in outside of class preparation**). Thus, students with a 15-hour course load should schedule between 30-45 hours weekly for completing outside-of-class reading, study, and homework assignments.
2. Students who are employed more than 5-10 hours each week should consider reducing their course loads (credit hours), depending upon study habits, learning abilities and course work requirements.”

ESS 388 IN CLASS HOURS PER WEEK = 2.5

ESS 388 UNIVERSITY GUIDELINE STUDY HOURS OUTSIDE OF CLASS = 5 TO 7.5

### III. DISABILITY ACCOMMODATIONS

If you need disability accommodations in this class, please see me as soon as possible. No changes in course grades will be made if one fails to notify instructors of special considerations after quizzes or assignments are graded. Information regarding disabilities is confidential. If you are not sure whether you need special accommodations, please contact the **UNCG Office of Disability Services**, VOICE/TTY - 336.334.5440 or [ods@uncg.edu](mailto:ods@uncg.edu).

### IV. ACADEMIC DISHONESTY

Unfortunately, there have been occasions in the past where students have engaged in various forms of academic dishonesty (e.g., copying other students work, cheating on tests). There is a "zero tolerance" approach to academic dishonesty in this class and violations will be dealt with according to the University guidelines. Specific information on the **UNCG Academic Integrity Policy** and obligations of faculty and students may be found on-line at <http://saf.dept.uncg.edu/studiscp/Honor.html>.

### V. ASSIGNMENT EXPECTATIONS

Written assignments must be typed, double-spaced, and turned in on the assigned dates. We expect that assignments will be completed with proper grammar/spelling, appropriate presentation, and clear expression of ideas. The **Learning Assistance Center** and **The University Writing Center** are good resources...use them to your advantage.

Learning Assistance Center  
159 Reynolds Hall  
334-6854  
<http://www.uncg.edu/adv/learning>

The University Writing Center  
Room 101 Mclver Building  
334-3125  
<http://www.uncg.edu/eng/writcenter>

**TENTATIVE COURSE SCHEDULE**

<b>Class / Date</b>	<b>Assigned Readings</b>	<b>Assignment Due</b>
Class 1 (Jan. 11)	Course Introduction	
Class 2 (Jan. 13)	Ch 1: Welcome to Sport & Exercise Psychology	
Class 3 (Jan. 18)	<b>QUIZ 1 (CH 1)</b> ; Ch 2: Personality and Sport	<b>HW 1: Two Questions</b>
Class 4 (Jan. 20)	Ch 3: Motivation	
Class 5 (Jan. 25)	Ch 4: Arousal, Stress, & Anxiety	<b>HW 2: SCAT</b>
Class 6 (Jan. 27)	Catch-up day	<b>DUE: JOURNAL ENTRIES CHS 2-4 (FOR FEEDBACK)</b>
Class 7 (Feb. 1)	<b>QUIZ 2 (CH 2-4)</b> ; Ch 5: Competition & Cooperation	
Class 8 (Feb. 3)	Ch 6: Feedback, Reinforcement, & Intrinsic Motivation	
Class 9 (Feb. 8)	Ch 10: Communication	
Class 10 (Feb. 10)	<b>QUIZ 3 (Ch 5-6 &amp; 10)</b> ; Ch 7: Group/Team Dynamics	<b>HW 3: ACTIVITY 7.1</b>
Class 11 (Feb. 15)	Ch 8: Group Cohesion	
Class 12 (Feb. 17)	Ch 9: Leadership	<b>HW 4: LEADERSHIP QUIZ</b>
Class 13 (Feb. 22)	Catch-up day	<b><u>DUE: PROJ 1 (JOURNALS)</u></b>
Class 14 (Feb. 24)	<b>QUIZ 4 (Ch 7-9)</b> ; Ch 11: Introduction to Psychological Skills Training	<b>HW 5: ACSI</b>
Class 15 (Mar. 1)	Ch 15: Goal Setting	<b>HW 6: GOAL SETTING</b>
Class 16 (Mar. 3)	Ch 14: Self-confidence	
<b><i>March 7-11 Spring Break</i></b>		
Class 17 (Mar. 15)	Catch-up day	

*NOTE: Wednesday, March 16<sup>th</sup> is the last day to drop without academic penalty.*

**TENTATIVE SCHEDULE (cont'd)**

<b>Date</b>	<b>Assigned Readings</b>	<b>Assignment Due</b>
Class 18 (Mar. 17)	<b>QUIZ 5 (Ch 11,14-15);</b> Ch 12: Arousal Regulation	<b>HW 7: POMS</b>
Class 19 (Mar. 22)	Ch 13: Imagery	<b>HW 8: SPORT IMAGERY QUESTIONNAIRE</b>
Class 20 (Mar. 24)	Catch-up day	
Class 21 (Mar. 29)	Ch 16: Concentration	<b><u>DUE: PROJ 2 (MANUAL)</u></b>
Class 22 (Mar. 31)	<b>QUIZ 6 (Ch 12-13 &amp; 16);</b> Ch 17: Exercise and Psychological Well-Being	
Class 23 (Apr. 5)	Ch 18: Exercise Behavior and Adherence	
Class 24 (Apr. 7)	Ch 20: Addictive and Unhealthy Behaviors	
Class 25 (Apr. 12)	Catch-up day	
Class 26 (Apr. 14)	<b>QUIZ 7 (Ch 17-18, &amp; 20);</b> Ch 19: Athletic Injuries & Psychology	<b>HW 9: SHORT INTERVIEW</b>
Class 27 (Apr. 19)	Chapter 21: Burnout and Overtraining	
Class 28 (Apr. 21)	Chapter 23: Aggression in Sport	<b>HW 10: CURRENT EVENT</b>
Class 29 (Apr. 26)	Catch-up day	
Class 30 (Apr. 28)	<b>QUIZ 8 (Ch 19, 21 &amp; 23);</b> Course Wrap Up/Finish	<b><u>DUE: PROJ 3 (INTERVIEW)</u></b>

**FINAL EXAM – TO BE DETERMINED**

## **COURSE MAP**

### **GETTING STARTED-INTRODUCTION TO SPORT AND EXERCISE PSYCHOLOGY (PART I)**

- A. Welcome to Sport and Exercise Psychology

### **UNDERSTANDING PARTICIPANTS (PART II)**

- A. Personality and Sport
- B. Motivation
- C. Arousal, Stress and Anxiety

### **UNDERSTANDING SPORT AND EXERCISE ENVIRONMENTS (PART III)**

- A. Competition and Cooperation
- B. Feedback, Reinforcement, and Intrinsic Motivation

### **UNDERSTANDING GROUP PROCESSES (PART IV)**

- A. Group and Team Dynamics
- B. Group Cohesion
- C. Leadership
- D. Communication

### **ENHANCING PERFORMANCE (PART V)**

- A. Introduction to Psychological Skills Training
- B. Arousal Regulation
- C. Imagery
- D. Self-Confidence
- E. Goal Setting
- E. Concentration

### **ENHANCING HEALTH AND WELL-BEING (PART VI)**

- A. Exercise and Psychological Well-Being
- B. Exercise Behavior and Adherence
- C. Athletic Injuries and Psychology
- D. Addictive and Unhealthy Behaviors
- E. Burnout and Overtraining

### **FACILITATING PSYCHOLOGICAL GROWTH AND DEVELOPMENT (PART VII)**

- A. Children's Psychological Development Through Sport
- B. Aggression in Sport
- C. Character Development and Sportspersonship

### **FINISH (PART VIII)**

**NOTE:** COURSE OUTLINE IS SIMILAR TO ORDER IN TEXT!