



Exercise and Sport Psychology



- Instructor:** Matthew W. Miller, Ph. D.
- Email:** mwm0024@auburn.edu
- Office Hours:** Wednesday 12:00 – 3:00 PM
- Office Location:** Kinesiology, Room 164
- Course Number:** KINE 4620
- Class Meeting:** Monday, Wednesday, and Friday, 10:00 – 10:50 AM, Memorial Coliseum 2043
- Credit Hours:** 3.000
- Prerequisites:** None
- Texts/Resources:** No textbook is required. Optional and obligatory readings may be made available on Canvas.
- Course Description:** Role of psychological factors in sport, exercise and physical activity.



Learning Outcomes: Students will be able understand to the psychological basis of physical activity performance and apply this knowledge to facilitate performance.

Course Content (DATES ARE SUBJECT TO CHANGE)

Week	Topic	Assignments/Assessments
01/08 – 10 01/10 is 1st Day of Class	Introduction	
01/13 – 17	Introduction (continued) Motivation and Goals	Quiz 1: Introduction (01/15)
01/20 – 24 No Class 01/20	Motivation and Goals (continued)	Quiz 2: Motivation and Goals (01/22) Motivation and Goals ‘In the Wild’ (01/24)
01/27 – 31	Motivation and Goals (continued) Attention and Memory	Motivation and Goals ‘In the Wild’ (01/27)
02/03 - 07	Attention and Memory (continued)	Quiz 3: Attention and Memory (02/05) Attention and Memory ‘In the Wild’ (02/05 - 07)
02/10 – 14 No Class 02/14	Emotion	
02/17 - 21	Emotion (continued) Review for Midterm	Quiz 4: Emotion (02/17) Emotion ‘In the Wild’ (02/17 - 19)
02/24 - 28	Interventions	Midterm (02/24)
03/03 - 07	Interventions (continued)	Quiz 5: Interventions (03/05) Interventions ‘In the Wild’ (03/05 - 07)
03/10 – 14 No Class 03/10 - 14		
03/17 - 21	Social Environments	Quiz 6: Social Environments (03/21) Social Environments ‘In the Wild’ (03/21)



03/24 - 28	Social Environments (continued) Exercise Adherence and Motivation	Social Environments 'In the Wild' (03/24)
03/31 – 04/04 No Class 04/04	Exercise Adherence and Motivation (continued)	Quiz 7: Exercise Adherence and Motivation (3/31) Exercise Adherence and Motivation 'In the Wild' (03/31 – 04/02)
04/07 – 11 No Class 04/07 - 09	Exercise's Effects on the Brain	
04/14 - 18	Exercise's Effects on the Brain (continued)	Quiz 8: Exercise's Effects on the Brain (04/16) Exercises's Effects on the Brain 'In the Wild' (04/16 – 18)
04/21 - 25	Review for Final Exam Class Reflection	04/25: Class Reflection Due by 5 PM CDT
04/28 – 05/02	Final Exam Week	Final Exam (04/28 8 AM CDT)

Assessments:

Quizzes

There will be eight quizzes. Quizzes will be *approximately* 10 questions long, and all quizzes will be weighted equally when calculating the total quiz grade. The quizzes will occur during the first 15 min of class, so if you are late to class on the day of a quiz or are absent from class the day on which a quiz is occurring for 'unexcused reasons,' then you may not have the opportunity to complete the quiz and, thus, could receive a grade of zero. If you have an excused lateness or absence, then you will be able to take a make-up quiz.

Exams

There will a midterm and final exam. The exams will be *approximately* 40 questions long and will be weighted equally. The final exam will ask questions related to material covered subsequent to the midterm. If you are absent from class the day on which an exam is occurring for 'unexcused reasons,' then you



may not have the opportunity to complete the exam and, thus, could receive a grade of zero. If you have an excused lateness or absence, then you will be able to take a make-up exam.

'In the Wild' Presentations

Each student will select a topic (see Course Content table for a list of topics) and present a 'real world' example of the topic as it relates to sport/psychomotor performance psychology or exercise psychology. It is recommended that the student provide visual or auditory material (e.g., a Youtube video, a radio interview) to supplement his/her presentation, but such material is not required. After briefly presenting the real world example (in *approximately* 5 - 10 min), the student will lead a class discussion of how course content relates to the example (this discussion will last *approximately* 10 – 15 min). If you are absent from class for 'unexcused reasons' the day on which you are scheduled to present, then you will receive a grade of zero. *More details about the requirements for the 'In the Wild' Presentations will be given in class.*

Class Reflection

The class reflection assignment will be posted on Canvas and must be turned in to Dr. Miller by 5 PM CDT on Friday April 25, 2014. This assignment requires the response to a few overarching questions about the class. This assignment does not require research or studying; it only requires reflection. In other words, do not stress about this assignment; just complete it in a thoughtful manner.

Grading:

Assignments contribute as follows to final class grade:

Quizzes	30%
Exams	60%
'In the Wild' Presentation	5%
Class Reflection	5%

Percentages will be associated with the following letter grades:

A: 90.0% ≤



- B: 80.0% ≤
- C: 70.0% ≤
- D: 60.0% ≤
- F: 60.0% >

Class Policies:

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact Dr. Miller in advance of the absence to request permission. Dr. Miller will weigh the merits of the request and render a decision. When feasible, the student must notify Dr. Miller prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

Make-Up Policy: Students are only guaranteed the opportunity to make up assignments due to excused absences (i.e., students are not guaranteed the opportunity to make up assignments due to unexcused absences). Arrangement to make up assignments due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up assignment will take place within two weeks of the date that the student initiates arrangements for it.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to KINS 7750. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.



Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with Dr. Miller during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

Course Contingency: If normal class is disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course.

Professionalism: As faculty, staff, and students interact in professional settings, we are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality