**Exercise and Sport Psychology**

AUBURN UNIVERSITY

SYLLABUS

**Course Number:**KINE 4620 D03

**Course Title:**Exercise and Sport Psychology, Distance Course

**Credit Hours:**3 semester hours

**Prerequisites:**None

**Co-requisites:**None

**Term:**Spring 2022

**Day/Time:**Distance Education Course (Online)

**Instructor:**Alexandra Carroll

**Office Address:**KINE 139A

**Contact Information:**apv0004@auburn.edu

**Office Hours:**Distance course; available by email, phone conference or appointments by request

**Text (Required):**Weinberg, R. & Gould, D. (2014). Foundations of Sport & Exercise Psychology (6th edition). Human Kinetics, Champaign, IL.

You have the option to purchase the book through the "All Access Format" located on the Modules Link on our Canvas page.  After clicking the Module access, you should select the Redshelf link to select the book option. With this format, you will find a more affordable options to follow the class and apply the content to your best convenience!

**About All Access:**

***What is All Access?***

All Access is Auburn’s program of delivering course materials to you digitally. Sometimes this will be a textbook, sometimes an access code. Your instructor has coordinated with the Bookstore to deliver this content for the course and help make sure you have what you need. All Access makes sure you are ready the first day of class, and the material is so much cheaper with this delivery that it’s the best way we can help you succeed in your courses at Auburn….financially and academically.

***What content am I getting?***

For this course, KINE 4620, you’re getting access for the semester to Foundations of Sport and Exercise Psychology by Weinberg with access code, and is required content for the course.

***How do I find it?***

Totally easy to find….look on the lefthand side of the course page in Canvas and you’ll find the content under the RedShelf link.  If you have any trouble, check out this link:  <https://solve.redshelf.com/hc/en-us/articles/360007684453-How-to-Access-Through-Canvas>

***What does it cost?***

For the first two weeks of class, everyone gets this content for free.  All students in this course start as opted in to pay for the content for the course. The discounted price you’ll be billed is $72.

·     If you want to opt out and not be charged, all you have to do is follow the instructions (see <https://www.aubookstore.com/t-txt_allaccessoptout1.aspx> ). You’ll lose access at the end of the second week of class, unless you’ve purchased it on your own.

***How do I pay?***

If you’re still opted in on February 2, then we’ll send the charge to your next ebill.  This will be labeled as the course on your ebill so you’ll know. You’ll get a reminder on February 1 to remind you about the deadline.

***What if I’m on scholarship?***

We can charge All Access content to any scholarship that we charge at the Bookstore.  Those will be done automatically when we bill.  If you are a scholarship student and would prefer print, please email MNH0016@auburn.edu and we can order print copies for you.  These are done as requested, and take three to five business days to arrive, and we will ship them to you. Most scholarships will not pay for All Access and a print copy of the book.

***What is the refund policy?***

After the opt out deadline, we can only offer refunds to students who have dropped the course or withdrawn from the university. That’s why the opt out deadline will be crucial for you to decide if you want to be charged or not.

***What if I need help?***

* RedShelf customer service is always an option at [http://solve.redshelf.com](http://solve.redshelf.com/)
* For most digital content in All Access, Google Chrome works best as a browser and you’ll want to make sure it’s up to date.
* I’m always happy to help as well, especially if you have a question about All Access or something doesn’t look right.

**Russell Weldon****books@auburn.edu****or 844-1352**

* Also, <http://aub.ie/allaccess> has more info as well.

**Communication:** The best way to communicate with me throughout the semester is through email on Monday-Friday. I regularly send course reminders through “Announcements” on Canvas. Be sure to turn Announcement notifications on. This can be found under: *Account -> Notifications -> Announcements -> Notify Immediately*

**Course Description:**Role of psychological factors in sport, exercise, and physical activity.

**Student Learning Outcomes:**

* To increase your understanding of how psychological factors influence involvement and performance in sport, exercise, and physical education settings.
* To increase your understanding of how participation in sport, exercise, and physical education influences the psychological makeup of the individuals involved.
* To help you acquire skills and knowledge about sport and exercise psychology that you can apply as a coach, teacher, athletic trainer, or exercise leader.

 **Course Content Outline:**

|  |  |  |
| --- | --- | --- |
| **Due Date** | **Topic** | **Assignments Due** |
| 1/16 | Introduction & Syllabus | Syllabus Quiz |
| 1/23 | Ch. 3: Motivation | Quiz 1 (Ch. 3)Chapter 3 Discussion |
| 1/30 | Ch. 4: Arousal, Stress, & AnxietyCh. 12: Arousal Regulation | Quiz 2 (Ch. 4 & 12)Chapter 4 & 12 Discussions |
| 2/6 | Ch. 6: Feedback, Reinforcement, & Intrinsic Motivation | Quiz 3 (Ch. 6)Chapter 6 Discussion |
| 2/13 | **Assignment 1** |  |
| 2/20 | Ch. 13: ImageryCh. 14: Self-Confidence | Quiz 4 (Ch. 13 & 14)Chapter 13 & 14 Discussions |
| 2/27 | Ch. 15: Goal SettingCh. 16: Concentration | Quiz 5 (Ch. 15 & 16)Chapter 15 & 16 Discussions |
| 3/6 | **Assignment 2** |  |
| 3/7-3/11 | SPRING BREAK | None |
| 3/20 | Ch. 9: LeadershipCh. 10: Communication | Quiz 6 (Ch. 9 & 10)Chapter 9 & 10 Discussions |
| 3/27 | Ch. 5: Competition and Cooperation | Quiz 7 (Ch. 5)Chapter 5 Discussion |
| 4/3 | **Assignment 3** |  |
| 4/10 | Ch. 7: Group & Team DynamicsCh. 8: Group Cohesion | Quiz 8 (Ch. 7 & 8)Chapter 7 & 8 Discussions |
| 4/17 | Ch. 21: Burnout and OvertrainingCh. 20: Addictive and Unhealthy Behaviors | Quiz 9 (Ch. 20 & 21)Chapter 20 & 21 Discussions |
| 4/24 | Ch. 23: Aggression in SportCh. 24: Character Development and Good Sporting Behavior | Quiz 10 (Ch. 23 & 24)Chapter 23 & 24 Discussions |
| 5/1 | **Assignment 4** |  |

**Assignments/Projects:**

|  |  |  |
| --- | --- | --- |
| **Evaluations** | **Value** | **Description** |
| 1) Quizzes    |   150 points(10-20 points each) | Quizzes will be conducted online via Canvas. All quizzes will be close on a fading syllabus (see course calendar). Once the quiz is open you will have 10-30 minutes to take the quiz, depending on the number of questions. You can only take the quiz once. You may use your notes and book to answer the quiz questions. You may NOT work together to complete the quizzes.*You will also have a short quiz on the Introduction set of slides and the syllabus to ensure understanding and clarify any questions*. |
| 2) Assignments | 100 points(25 or 50 points each) | Assignments are a mixture of observations, writing and discussing.  Instructions are available on Canvas for the assignments and due dates are in the course schedule.  No late assignments are accepted. Please read the assignment instructions for each option carefully. *Grading rubric is provided with each assignment option. You must complete a total of 100 points worth of assignments. You may not complete more than 100 points or complete the same option twice.* |
| 3) Online Discussions | 100 points(10 points each) | You will need to complete 10 discussions questions over the course of the semester. Each PowerPoint contains a narration. The narration asks you to discuss certain questions on the discussion boards in Canvas. You must LISTEN to the narration to identify the discussion question. There are 15 discussion questions/PowerPoints, meaning you will not post for 5 discussion questions. Only the first 10 you post will be graded. Discussions for each chapter are due the same day as the quiz for that chapter. **Your first 5 discussion posts must be turned in by June 23 at 11:59pm.** If you do not submit a discussion you will see no grade in the grade book for that discussion question, however, this will not influence your grade unless you do not submit 10 discussions. Grading rubric for discussion boards is below. |

**Rubric and Grading Scale:**

|  |  |
| --- | --- |
| Grade | Scale |
| **A** | 100 – 90 |
| **B** | 89.9 – 80 |
| **C** | 79.9 – 70 |
| **D** | 69.9 – 60 |
| **F** | Below 60 |

|  |  |
| --- | --- |
| **Discussion Rubric** | **Point Value** |
| Completed all parts of the discussion or activity | 2.5 |
| Quality of response | 2.5 |
| Ability to incorporate material from text and notes | 2.5 |
| Ability to apply information to real world settings | 2.5 |
|  | **10** |

**Class Policy Statements:**

* **Please pay close attention to the due dates posted on the syllabus.** **No late discussions, quizzes or projects will be accepted after the due dates.**
* You can view your grades accumulated throughout the semester on Canvas.  I will not round or give any points at the end of the semester.  Please do not ask.
* The University is conducted on a basis of common honesty.  Dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University is regarded as particularly serious offenses.  Any form of this type of conduct will not be tolerated.

1. **Attendance**: Due to the nature of this course there is no formal attendance policy. However, students are expected to follow the course outline and will be held responsible for all content covered in the syllabus and expected to meet all posted deadlines.
2. **Make-Up Policy**: Due to the nature of this course there is no formal make-up or excused absences policy. Please remember that all course content is open at the beginning of the semester and you have several weeks to complete quizzes and assignments throughout the semester. However, if an extraordinary circumstance occurs and a deadline needs to be missed or cannot be completed in the time assigned you must contact the instructor immediately to explain the circumstances and the instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor about this prior to the occurrence, 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.
3. **Academic Honesty Policy**: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub*will apply to university courses. 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.
4. **Disability Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
5. **Course contingency**: If normal class and/or lab activities are 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. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
6. **Professionalism**: As faculty, staff, and students interact in professional settings, they 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