**KIN 206: EXERCISE PSYCHOLOGY Block 6, 2019**

**Course Syllabus**

**Instructor:** Christi Johnson, PhD

Sport and Exercise Psychology

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**Regular Class Meetings:** 9am -12, M/F

9am-11am; 1-3pm, T/W/Th

Law Hall 321.

**Office Hours:** 3-4pm T/Th; and open door; and by appointment; and most days right after class

**Required Text:** Kohl, H. & Murray, T. (2012). *Foundations of Physical Activity and Public Health.* Champaign, IL: Human Kinetics.

Other readings to be posted on Moodle

***Course Description***

This course is an introduction to exercise psychology. It includes an overview of the current US federal guidelines for physical activity, an examination of theoretical and research foundations in the psychology of physical activity, and implications for exercise participants and practitioners. Topics include principles of training, intrapersonal motives for exercise, social/situational factors that influence exercise adoption and adherence, and policy/planning issues relevant to physical activity.

***Course Objectives***

Cornell College maintains the following Educational Priorities & Outcomes (http://www.cornellcollege.edu/about-cornell/mission/):

* Knowledge
* Inquiry
* Reasoning
* Communication
* Intercultural Literacy
* Ethical Behavior
* Citizenship
* Vocation
* Well-being

This course is designed to reflect the College’s priorities. As such, the course objectives fit within the overall Educational Priorities of the College.

Course Objectives: Upon completion of this course, students will be able to:

* Understand the scientific literature regarding the relationships between physical activity and health. (Inquiry, Reasoning, Well-Being)
* Critically analyze published research studies in exercise psychology (Inquiry, Reasoning)
* Articulate and use a public health approach to physical activity programming (Knowledge, Inquiry, Reasoning, Vocation)
* Apply, and evaluate psychological theories to a variety of individual and group exercise contexts, to community exercise and wellness interventions, to varied life-span developmental levels among diverse populations. (Inquiry, Reasoning, Intercultural Literacy, Well-Being, Vocation)
* Complete group and individual oral presentations of selected exercise psychology topics. (Inquiry, Reasoning, Communication)

*This course supports Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, reasoning, communication, and well-being.*

# **Summary of Course Grading**

Quiz 10%

Exam 1 25%

Exam 2 25%

Labs, Activities, & Assignments 15%

Final Project 25%

Total for the Course 100%

Guidelines for Letter Grades\*\*:

A = 93-100% B+= 88-89.9% C+= 78-79.9% D+= 68-69.9%

A-= 90-92.9% B = 83-87.9% C = 73-77.9% D = 63-67.9%

B- = 80-82.9% C- = 70-72.9% D- = 60-62.9%

\*\*In the unlikely event that the assignment of final grades is curved, students earning 55% or less on exams and quizzes are unlikely to attain a passing grade.

***Labs, Activities, & Small Assignments***

Throughout this course, students will be assigned smaller discussion and writing projects. These assignments are aimed at encouraging reflection on issues and applications in exercise psychology. They will require students to analyze and link theory and research findings to real-life applications and strategies for promoting physical activity. Assignments may include reading and summarizing research reports, analyzing issues and applications with classmates, and oral reports on results of individual and small group work. Details will be provided at the time of each assignment and posted on Moodle.

In-class activities will also count toward the category of “Labs, Activities, and Small Assignments.” These may include impromptu (pop) quizzes over readings, in-class writings, or partner assignments. These activities are designed to foster in-class preparedness and engagement.

### **Final Project**

Students will create a group project exploring strategies for promoting physical activity in a certain population and location. Each group will give a poster presentation of their ideas, create a handout or flyer, and compose a summary paper. Students will draw from the ideas studied in class to design a project that to promote physical activity that is based on evidence and theory. The projects must address 1) observations of exercise and physical activity in the population of choice, 2) theory for structuring interventions, 3) evidence for the effectiveness of the intervention (research that indicates similar interventions work), and 4) suggestions for implementing the intervention.

### **Quiz & Exams**

There will be one formal quiz and two written exams during this course. These will evaluate student knowledge and understandings of textbook content, supplemental readings, class discussions, and presentations. Each will cover course content read and presented prior to the day of the exam. More information on the format of exams and review materials will be made available in advance of exam dates.

### **Basic Expectations**

**On attendance:** It is your choice to attend class. There are many good reasons to choose to attend.

1. You will learn more of the course content if you attend class. If you miss class, you will miss notes and discussion. This will impact your grade negatively. Some of the course material is NOT covered in the textbook. If you miss class it is your responsibility to get notes and announcements from a classmate. Once you have those notes and announcements, feel free to visit my office hours to discuss them and ensure you have all the material.
2. You can think of class attendance as part of your “job” as a student. In my experience, most jobs do not offer bonus pay simply for showing up. (If you do find a job that pays you just to attend, please tell me about it!). In school and in vocation, you must pair showing up with working toward certain outcomes.
3. I notice and will miss you if you are gone.
4. In the event that you may have to consider a 15-day drop, Cornell policy requires that students have shown a dedicated effort toward mastering the course material. Anything more than two absences will impair your ability to demonstrate a “dedicated effort.”

If an emergency causes you to miss the day of an exam or impairs your ability to hand in work on time, please contact me before the missed class or assignment deadline. To make up exams or major assignments, students must provide appropriate documentation of their absences.

**On workload:** You are a full-time student and you should plan on spending the equivalent of at least a full-time job on your course. I expect the average student will need to spend ~150 hours on this course this block to approach their best potential performance. Since we will spend ~55 hours in class, this leaves ~95 hours outside of class time. So, you need to set aside several hours outside of class each day to keep up with the material. If you are struggling or if you want a deeper mastery of the material, you will benefit from spending more time deeply engaging the material. Look for times during the day in which you have the most energy and are feeling excited about learning. Plan breaks in your study time to keep your energy high (e.g., six 30-minute sessions per day is likely to be more effective than one 3-hour session). The opportunities offered in a liberal arts education at Cornell College will help you compete in the job world, but you will have to work both effectively and efficiently.

**On reading and understanding:** In the social science sub-disciplines of kinesiology, many of the concepts may seem familiar. You have developed your own style of talking about your psychological experiences with movement (sport, exercise) throughout your life. Kinesiology applies very specific languages of various sub-disciplines to understand familiar concepts in new, scientific, and specific ways. Practice using the language of psychology, sport/exercise psychology, and kinesiology to understand your movement world. I suggest you keep a list of new terms you encounter in the course, and, when talking about the course with your classmates, or even family and friends, try to use these new words. If you can teach these concepts to others, then you will be well on your way to understanding them.

**On finding information and writing:** Although I will provide you with resources to support your library usage and writing,I expect that you are able to use library resources to find information in scholarly, peer-reviewed journals. I also expect that you are able to write fluently in English. This includes using the following structures and tools:

* Using library search engines and databases
* Creating keyword searches
* Using accepted grammar
* Writing full sentences
* Composing coherent paragraphs
* Creating 5-paragraph essays
* Writing annotated bibliographies
* Using APA citation style for both bibliographic references and in-text citation

If you’re worried about any of this, here are some great resources for you:

* The Writing Studio: <http://www.cornellcollege.edu/library/ctl/ws/>
* The Quantitative Studio: <http://www.cornellcollege.edu/library/ctl/qr/index.shtml>
* Academic Technology: <http://www.cornellcollege.edu/library/ctl/ats/index.shtml>
* Study Tips: <http://www.cornellcollege.edu/academic-support-and-advising/study-tips/index.shtml>
* Academic Support and Tutoring: <http://www.cornellcollege.edu/academic-support-and-advising/index.shtml>
* Amy Gullen, Consulting Librarian: <http://www.cornellcollege.edu/academics/our-faculty/faculty-profile/index.php/show/agullen>
* Online Writing Lab at Purdue: <https://owl.english.purdue.edu/owl/resource/560/01/>

***Course Schedule, Reading Assignments, and Topics***

***The schedule is posted in a separate document on Moodle. Lab descriptions and due dates are posted in another document on Moodle. The posted schedule is an estimate of the pacing necessary for us to thoroughly discuss and consider each of our topics. Because of this, the schedule is subject to change! Content, readings, and due dates may fluctuate slightly based on course pacing. Changes will be announced in class.***

**College Policies:**

***Academic Honesty***

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

***Students with Disabilities***

Cornell College makes reasonable accommodations for persons with disabilities.  Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format.  For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

***Withdrawal from the Course***

According to Cornell College guidelines, students may withdraw from this course on the 15th day of the block assuming that they meet specific criteria as listed in the Course Catalogue. This option is available for the student who has made a *good faith effort* to perform well in class, as demonstrated by consistent attendance and participation in course activities and completion of all assignments.

**Instructor Policies:**

**Class and in-class discussion:** Plan on attending and participating! I want to hear from each of you, and believe each of you has valuable thoughts and ideas to share. Also, always be respectful of one another’s opinions and thoughts and listen! Small, graded assignments may occur during class. These assignments will be related to the topic of the day, but you must be in attendance to complete the assignment!

**Technology in class:** Although taking notes by hand yields better learning and retention of course material, you are allowed to use a computer during class for note-taking and for finding information to support in-class assignments. However, if you find you are distracted by materials not related to the course (on your computer or phone), you are encouraged to put away your technology and take notes by hand. Please be aware that inappropriate uses of technology (e.g., social media, email, online shopping, or web-browsing) during class detracts from your learning experiences and can be disruptive your classmates’ learning environment. If you choose to use technology in class, stay on topic. If technology usage becomes a problem, you will be asked to leave class for the day.

**How to Hand in** **Assignments:** I do not accept assignments via email or Google Drive/Docs/Sheets/Slides!!! Most of our assignments will be submitted in hard-copy. When appropriate, Moodle drop-boxes will be opened for assignments. If you have a good reason to miss class, please let me know ahead of time so we can make arrangements for you to submit your assignment.

**Neatness**: All written work should be typed, unless it is created in class. Multiple pages should be stapled. If written work is created in class, spiral-bound notebook “frills” must be removed. All work should include your first and last name, the name or a short description of the assignment, and the due date in the upper right-hand corner.

**Make-Up Policy:** Students are allowed to make up coursework missed due to an excused absence. There are two main criteria for determining whether or not a student may make up missed coursework: 1) the student misses class due to a College-approved excuse (considered an “excused absence”, mandatory attendance at a college-sponsored event or documented medical excuse), 2) the student makes arrangements to make up the missed coursework prior to the absence. It is the student’s responsibility to contact me about making up coursework and to provide documentation for the absence.

**Late Assignments:** Assignments turned in following the due date and time will not be accepted without prior approval. In the event a student has approval to submit late coursework, a 1% per hour grade reduction may be imposed.

**Collaboration (working in groups)**: Our major project is collaborative. Each student on a team is expected to complete a similar amount of work and to contribute equally to the project. Students may be asked to complete a self-evaluation and a group evaluation, describing this equality or the lack of it during the group’s work. Students who misrepresent themselves as equal partners in this collaborative project but who actually let others do the bulk of the work will be reported to the College for academic dishonesty. If you have questions, it is your responsibility to ask them.

**Moodle**: Check Moodle regularly for ideas, notes, or special announcements. If you would like help using Moodle, let me know, and I’ll help you to navigate our course page.

**Tests:** During test time, personal items like bags, notes, newspapers, jackets, etc. go under your desk. Cell phones and other technology must be shut off or silenced and stowed under your desk, too. Baseball caps should not be worn or must be turned backwards. Exams for this course are not a collaborative and must be completed by the student without help from others. Exams showing strong similarities and/or duplication will be considered the result of academic dishonesty and will be given a grade of zero-points. The students involved will be reported to the College. Do not share your exams with others in the class. If you have questions about this policy, it is your responsibility to ask them.

**Absences for illness:** If you must miss class due to illness, please contact me VIA EMAIL before the missed class. If you choose to visit a doctor, you may provide a doctor’s note to verify your absence. Please recognize that flu-like symptoms are VERY SERIOUS and you should stay away if you feel you might be contagious.

**Student Privacy**: Because of privacy laws, I am unable to email grade information. Office hours are a great time to talk about your grade, your test scores, and strategies for success in this class.

**Classmate Privacy**: It is a violation of your classmates’ rights to privacy to ask them how they scored on an assignment or an exam. While some people are willing to share that information, others may be reluctant. A classmate may experience uncomfortable peer pressure when asked to share a score. So, just do not ask!