**KIN 215-W: Psychology of Sport—Writing Block 4, 2018**

**Course Syllabus**

**Instructors:**  Christi Johnson, PhD

Sport and Exercise Psychology

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**Regular Class Meetings:** 9-11 & 1-3 M-Th

9-12 F

321 Law Hall

**Office Hours:** 11-12 M/W, 3-3:30 T/Th, and open door; and by appointment; and most days right after class

**Required Text:** Hacker, D., & Sommers, N. (2016). *Rules for writers* (8th ed.).Boston, MA: Bedford/St. Martin’s. ISBN: 978-1-4576-8304-6.

Other required readings posted on Moodle

**Prerequisites**: None

***Course Description***

This course will be devoted to understanding the psychological aspects of sport. The course will include aspects of the fundamental psychological research, application of psychological principles to sport and physical activity settings, and social influences on psychological processes. The course material will explore topics such as motivation, anxiety, group dynamics, and leadership.

Because this is an introductory writing course, a significant portion of the course time will be dedicated to developing writing skills. Using library resources to find research and scholarship in our content areas plays a critical role in academic writing. You will develop skills for finding, reading, and writing about academic work in sport psychology.

***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.

Learning Outcomes for First-Year Writing Seminar:

1. Students will experience guided practice in critical reading. *(Knowledge, Inquiry, Reasoning, Communication)*
2. Students will understand writing as a nonlinear process that involves multiple stages. *(Inquiry, Communication)*
3. Students will write appropriately for a given audience, purpose, and context. *(Knowledge, Inquiry, Reasoning, Communication, Intercultural Literacy, Ethical Behavior)*
4. Students will gain practice in developing and sustaining an argument with evidence. *(Knowledge, Inquiry, Reasoning, Communication, Citizenship)*
5. Students will evaluate, cite, and document sources appropriately. *(Knowledge, Inquiry, Reasoning, Ethical Behavior)*
6. Students will learn to incorporate feedback and revision. *(Knowledge, Inquiry, Reasoning, Communication, Citizenship)*

Learning Outcomes for Content Area:

1. Students will demonstrate comprehension of psychological concepts as applicable to sport and (*Knowledge*)
2. Students will demonstrate application of psychological concepts in sport (*Reasoning, Communication, Intercultural Literacy, Ethical Behavior, Citizenship*)
3. Students will critique the ways in which sport and physical activity impacts the psychology of participants (*Inquiry, Reasoning, Well-Being*)

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

# **Summary of Course Grading**

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| --- | --- | --- |
| **Major Category** | **Grade Items** | **Weighted Percentage**  **of Final Grade** |
| Participation and Low-Stakes Writing (20% of final grade) | Participation | 5% |
|  | Outlines and Drafts | 10% |
|  | Reflections | 5% |
| Final Project (30% of final grade) | Final Paper | 15% |
|  | In-Class Case Presentation | 10% |
|  | Handout | 5% |
| Small Papers (50% of final grade | Motivation | 16.66% |
|  | Anxiety | 16.66% |
|  | Groups/Leadership | 16.67% |

**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%

1. **Handouts, readings:** Handouts, readings, and other course materials will be posted on Moodle or provided in class.
   1. Readings should be completed before class to facilitate class discussion and writing activities.
   2. If it becomes apparent that students are not completing the required readings, I reserve the right to incorporate regular quizzes over reading materials.
   3. Low-stakes writing assignments in which students are asked to summarize daily reading assignments may occur without warning in class.
2. **Final Project (Paper and Presentation):** The application project is designed to allow the students to act as sport psychology consultants. In small groups, students will “sell” their approach to doing sport psychology. The final project must reflect the shared or contrasting views of all group members. The group must advocate for certain approaches to supporting motivation, managing anxiety and arousal, and facilitating healthy environments through group dynamics and leadership practices. Groups must also provide a handout to the class to support their in-class presentation materials. Students will also compose a final paper that is a synthesis of their small papers. The presentation is a group project. The final paper is an individual project.
3. **Small Papers:** Small papers will account for 50% of the final grade. Papers are designed as “scaffolded” learning activities. Each small paper supports a content area. Each paper can be used to support the final project. Detailed descriptions will be provided in class
   1. Paper 1: Understanding and Evaluating Motivation—Each student will interview one athlete and one other type of performer (music, dance, theater, performing arts). The interviewees may not be from an activity in which the student is involved and may not be a member of this class. The object of the interview will be to understand how the interviewee initiated participation in their activity, how they maintain motivation to persist, and how they allocate effort (do they work hard at it, why or why not) to the activity. Each student will submit a detailed analysis of their findings using course material (theories of motivation) to evaluate their data. The paper must advocate for a healthy, sustainable pattern of motivation. Students are encouraged to incorporate sources outside of the assigned class readings to support their analysis and argument. This paper supports course objectives 1-7 & 9.
      1. Type: Argumentative
      2. Purposes: Analyze motivation and advocate for sustainable motivational patterns
      3. Audience: General, non-expert
      4. Style: Informal, blog
   2. Paper 2: The Impact of Arousal and Anxiety: Use course material to analyze and discuss your own experiences with arousal and anxiety management. Incorporate other sources to advocate for an approach (or set of approaches) to managing arousal and anxiety. This paper supports course objectives 2-9.
      1. Type: Rhetorical Analysis / Argumentative
      2. Purposes: Analyze presentation of strategies of anxiety management and advocate for an approach
      3. Audience: General, non-expert
      4. Style: Formal, academic, APA-style
   3. Paper 3: Impact of Groups and Leadership on Motivation and Anxiety: Students will use course materials and their observations to explore the connections among groups/leadership and motivation and anxiety. This paper must advocate for an approach to group dynamics and leadership that supports optimal patterns of motivation and anxiety/arousal. The target audience for this paper is the coaching community. Outside sources must be incorporated. This lab supports course objectives 1-9.
      1. Type: Argumentative
      2. Purposes: Explore the connections among groups/leadership, anxiety, and motivation; advocate for an approach
      3. Audience: General, coaching
      4. Style: Formal, APA-style
4. Participation and Low-Stakes Writing: Participation will include a student’s daily participation in course activities, active participation in discussion and learning activities, on-time arrivals, remaining in class for the duration of the class period, and attendance. You should expect to receive a “C” grade or lower on participation if you regularly arrive late, leave early, leave during class, nap, or engage in non-class-related activities. Conversely, active participation in class discussions will count favorably towards this component of the final grade. You may be assigned small, written activities in class that will count toward your Participation grade. Low-stakes writing activities include the completion of questionnaires, reflections, outlines, and drafts. Some of these assignments will not be graded; some will be graded as credit/no-credit, and some will be graded on a 0-3 point scale (0=not submitted, 1=done poorly, 2=done adequately, 3=done well).

### **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. Late assignments may be subject to a 1% per-hour-late penalty.

**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.

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/>

**On communicating with your professor:** Talk with me after class! It is often easiest to work through any challenges we may have in person. If you can’t catch up with me after class, please come to office hours! You do not need to make an appointment to come to office hours!

Or, send an email. IMPORTANT NOTE: I check my email frequently throughout the day. I am sometimes unable to respond to emails after 4:30pm. If a concern emerges for you during the evening, please email me anyway. I’ll be able to address the email the next day.

**Cornell 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:** There are times in which having a laptop, tablet, or smartphone will be helpful in class. We may use technology to look up ideas, brainstorm, fact-check, or support debate.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, watching pornography, or other 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 penalty of 1% per hour grade reduction. The late penalty may be waived in exceptional circumstances.

**Collaboration (working in groups)**: A part of our final project is collaborative. Each student on a team is expected to complete a similar amount of work and to contribute equally to the project. Each student will 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 are actually letting 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 symptoms including fever or vomiting are 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, 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!

**Suggestions for Success\*\***

Concepts in many kinesiology and behavioral sciences courses, including Sport Psychology, build on each other. This sequential growth of concepts occurs within each course and from one course to another. You should therefore plan to understand each concept thoroughly as you read about it and work through vocabulary and conceptual questions in the text. When in class, you should take thorough notes then review them carefully later that day to fill in any gaps or expand on information. Clarify confusion quickly with your professor or classmates.

*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 ~50 hours in class, this leaves ~100 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.

*Reading, Writing, and Studying*

When you have completed your college education, reading and writing are two of the most important skills that you will have. Reading may be the primary way that you continue your education throughout your life. Because of this, you will have to learn how to read many different styles of writing. You should make time every day (at least six days a week) to read the textbook carefully and work through the study questions and discussion questions at the end of each chapter. I recommend that you do this before we cover the material in class. However, if you feel that you learn best by reading and practicing after class, then do that. I encourage you to experiment in your own learning study to discover what works best for you. Use the study questions and discussion questions at the end of each chapter to practice writing your ideas clearly and concisely. Avoid merely looking at the questions and thinking “yes, I can answer that.” Instead, write out a response, provide a detailed discussion or examples, and structure your response as if writing a short essay. By honing your ability to write about complicated ideas and explain them in context, you are practicing logic and understanding of real-world concepts.

*The Language of Psychology and Kinesiology*

In the field of kinesiology, particularly 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.

*Key Concepts and Skills*

There is some information that I expect you to memorize (vocabulary words, constructs of theories), but this course is mostly about developing a deeper understanding of human psychological experiences in movement. In doing so, you should plan to use psychological theory to explain, understand, and predict human emotion, thought and behavior in sport or physical activity.

Remember, I am here to help facilitate your learning! So, I strongly encourage each of you to come and see me—during office hours or some other convenient time—and to do so early in the block. I love talking sports, exercise, and psychology or social issues with students!

(\*\*Concepts and text excerpted from J. Shanata, 2016, *Suggestions for Succeeding in Chemical Principles*)