Midwestern State University
Gordon T. & Ellen West College of Education

KNES 4033 Sport & Exercise Psychology
Dr. Julie Wood
Spring 2011

CONTACT INFORMATION
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TEXTBOOK

COURSE DESCRIPTION
Introduction to the psychosocial dynamics involved in sport and exercise performance.

NASPE STANDARDS & OUTCOMES FOR PHYSICAL EDUCATION TEACHER EDUCATION
Standard 1: Scientific and Theoretical Knowledge - Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.

1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.

LEARNING OUTCOMES
1. Students will describe how various factors and interrelationships (personality, motivation, arousal, stress, anxiety) impact individual and group behavior and performance in the context of sport and exercise.

2. Students will examine pedagogical concepts and strategies (competition, cooperation, feedback, reinforcement, intrinsic motivation) that contribute to the creation of a positive learning environment.

3. Students will explain how group processes (team dynamics, group cohesion, leadership, communication) impact performance in a physical activity setting.
4. Students will analyze various psychological skills and techniques (arousal regulation, imagery, self-confidence, goal setting, concentration) used to facilitate learning, performance, and rehabilitation.

5. Students will recognize and describe how exercise and physical activity enhance health and well-being across the lifespan.

6. Students will recognize and explain how participation in sport and physical activity impacts psychological growth and development.

CALENDAR

January 19 Introduction
   1. Syllabus
   2. Purchase textbook

January 24 Learning About Participants
   1. Learning Outcome 1: Students will describe how various factors and interrelationships (personality, motivation, arousal, stress, anxiety) impact individual and group behavior and performance in the context of sport and exercise.
   2. Read chapters 2, 3, 4

February 7 Understanding Sport & Exercise Environments
   1. Learning Outcome 2: Students will examine pedagogical concepts and strategies (competition, cooperation, feedback, reinforcement, intrinsic motivation) that contribute to the creation of a positive learning environment.
   2. Read chapters 5, 6

February 21 Focusing on Group Processes
   1. Learning Outcome 3: Students will explain how group processes (team dynamics, group cohesion, leadership, communication) impact performance in a physical activity setting.
   2. Read chapters 7, 8, 9, 10

March 7 Midterm Exam

March 14 Spring Break

March 21 Improving Performance
   1. Learning Outcome 4: Students will analyze various psychological skills and techniques (arousal regulation, imagery, self-confidence, goal setting, concentration) used to facilitate learning, performance, and rehabilitation.
   2. Read chapters 11, 12, 13, 14, 15, 16

April 11 Enhancing Health & Well-being
   1. Learning Outcome 5: Students will recognize and describe how exercise and physical activity enhance health and well-being across the lifespan.
   2. Read chapters 17, 18, 19, 21
April 25 Facilitating Psychological Growth & Development
1. Learning Outcome 6: Students will recognize and explain how participation in sport and physical activity impacts psychological growth and development.
2. Read chapters 22, 23, 24

May 9 Final Exam

COURSE REQUIREMENTS
Midterm Exam (100 pts)
Multiple choice, true/false and short answer questions covering all material presented during the first half of the semester.

Final Exam (100 pts)
Multiple choice, true/false and short answer questions covering all material presented during the last half of the semester.

Class Participation (100 pts)
Includes participation in class activities and discussion as well as completion of self-assessments, labs, and other assignments given throughout the semester.

FINAL GRADE DETERMINATION
- A 270-300 pts 90%
- B 240-269 pts 80%
- C 210-239 pts 70%
- F < 210 pts

ATTENDANCE POLICY
Students are expected to attend class.

OTHER POLICIES
- Keep cell phones, laptops, and other technology that distracts from full class participation to a minimum.
- Do not abuse the opportunity to make-up missed work.
- Give your best when participating in class activities.

PROFESSIONAL EXPECTATIONS
Students are expected to behave academically, interpersonally, professionally, and collaboratively in a manner consistent with standards set by the West College of Education. Students failing to meet these standards will receive a verbal warning. Failure to demonstrate a change in behavior will result in a written warning documenting the unacceptable behavior. Students will be required to meet with a faculty committee as outlined by current WCOE policies and procedures. Fitness Alert documents are located on the course WebCT Home Page.
ADA STATEMENT
Midwestern State University does not discriminate on the basis of an individual’s disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities. A copy of the ADA Compliance Document is available online at http://students.mwsu.edu/disability/faq.asp. It is the responsibility of the student to inform the instructor of any disabling condition that will require modifications.

SUPPLEMENTARY MATERIALS, RESOURCES, & ADDITIONAL READINGS
Purdue OWL Online Writing Lab. APA Formatting and Style Guide. http://owl.english.purdue.edu/owl/resource/560/01/

True Colors Personality Test
http://www.positivelymary.com/True-Colors-Personality-Test.html