I. COURSE DESCRIPTION
This course provides general knowledge of the psychological factors associated with participation and performance in sport, exercise, and other types of physical activity with emphasis on motivational techniques, personality dynamics and mental health serving as focal points.

II. RATIONALE
The primary goal of this class is to acquaint students with a basic working knowledge, understanding and value of the study of sports psychology.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS
1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES COMPETENCIES AND CAATE COMPETENCIES & PROFICIENCIES
a. TExES COMPETENCIES
(Competency 002) - Physical education teacher applies principles and concepts of fitness and fitness development/maintenance to evaluate, select, and adapt activities that help learners achieve and maintain appropriate fitness levels.

(Competency 003) - The teacher appreciates human diversity, recognizes how diversity in the classroom and the community may affect learning and creating a classroom environment which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

Physical Education (09) - All level, (10) - Secondary
(Competency 004) - Fitness-related health, nutrition, and safety. The physical education teacher knows health, nutrition, and safety principles and practices related to fitness/performance and encourages learners to apply these principles and practices.

(Competency 011) - Legal, ethical, medical, and safety issues. The physical education teacher understands legal, ethical, medical, and safety issues relating to physical education programs and applies this understanding in a variety of contexts.

b. National Competencies & Proficiencies For Athletic Training (CAATE 5th Ed.)

V. COURSE OBJECTIVES/LEARNING OUTCOMES
Given lectures, discussions, homework and in-class assignments, students will be able to:
1. To increase understanding of how psychological factors influence involvement and performance in sport, exercise, and education settings.
2. Understand the basic theories, ideas, concepts and terminology surrounding sport and exercise psychology.
3. To increase understanding of how participation in sport, exercise and physical education influences the psychological makeup of the individuals involved.
4. Assist in skill and knowledge acquisition about sport and exercise psychology that you can apply as a coach, teacher, or exercise leader.

VI. COURSE TOPICS
a) Extrinsic & Intrinsic Motivation
b) Arousal & Anxiety
c) Mental Skill Training
d) Feedback & Reinforcement
e) Group & Team Dynamics
f) Group Cohesion
g) Communication in Sport
h) Arousal Regulation
i) Self Confidence
j) Concentration
k) Exercise & Psychological Well Being
l) Exercise Behavior & Adherence
m) Burnout & Overtraining

VII. INSTRUCTIONAL METHODS AND ACTIVITIES
Methods and activities for instruction include:
A. Experiences include online lectures and videos.
B. Clinical Experiences include applied assignments that compliment lectures and text readings.
C. Field Experiences will be incorporated by allowing the students to apply lecture materials to real world situations/scenarios and write a report for several applied assignments.

VIII. EVALUATION AND GRADE ASSIGNMENT
A. Final grades will be based on percentage of points earned from different activity types
B. Five exams (varying in value from 100-150 points) in order to test knowledge and understanding of concepts.
D. Topic quizzes are provided regularly to assist students in recognizing key ideas and understanding concepts
E. Assignments will be provided to help students in learning applied skills and practice concepts covered in the course.
F. The last exam will be held on the scheduled final exam day.

Grading Scale:
A = 100 - 90%
B = 89 - 80%
C = 79 - 70%
D = 69 - 60%
F = < 59%
Methods and Percentage of Final Course Grade - each assessment constitutes:

Assignments = 35%  
Quizzes = 30%  
Exams = 35%

All written work may be subject to submission through www.turnitin.com as a means of determining original work.

A. COURSE SCHEDULE AND POLICIES

The instructor reserves the right to change the schedule to cover all subjects thoroughly and make adjustments for the size and need of the class members. Any changes to the schedule will be announced and placed in the calendar.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Quiz</th>
<th>Associated Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon</td>
<td>7/3</td>
<td>Syllabus, Introduction &amp; Overview (Ch. 1), Personality and Sport (Ch. 2)</td>
<td>Quiz #1</td>
<td>Ch. 1, 2</td>
</tr>
<tr>
<td>Tues</td>
<td>7/4</td>
<td></td>
<td>INDEPENDENCE DAY – NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>7/5</td>
<td></td>
<td>Motivation (Ch. 3), Arousal, Stress &amp; Anxiety (Ch. 4)</td>
<td>Quiz #2</td>
<td>Ch. 3, 4</td>
</tr>
<tr>
<td>Thurs</td>
<td>7/6</td>
<td></td>
<td>Feedback, Reinforcement, and Intrinsic Motivation (Ch. 6)</td>
<td>Quiz #3</td>
<td>Ch. 6</td>
</tr>
<tr>
<td></td>
<td>7/7-7/8</td>
<td>Exam I - Online (Blackboard)</td>
<td></td>
<td></td>
<td>Ch. 1,2,3,4,6</td>
</tr>
<tr>
<td>2</td>
<td>Mon</td>
<td>7/10</td>
<td>Group &amp; Team Dynamics (Ch. 7)</td>
<td>Quiz #4</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>Tues</td>
<td>7/11</td>
<td></td>
<td>Group Cohesion (Ch. 8)</td>
<td>Quiz #5</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>Wed</td>
<td>7/12</td>
<td></td>
<td>Leadership (Ch. 9)</td>
<td>Quiz #6</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>Thurs</td>
<td>7/13</td>
<td></td>
<td>Communication (Ch. 10)</td>
<td>Quiz #7</td>
<td>Ch. 10</td>
</tr>
<tr>
<td></td>
<td>7/14-7/15</td>
<td>Exam II - Online (Blackboard)</td>
<td></td>
<td></td>
<td>Ch. 7,8,9,10</td>
</tr>
<tr>
<td>3</td>
<td>Mon</td>
<td>7/17</td>
<td>Introduction to Psychological Skills Training (Ch. 11), Arousal Regulation (Ch. 12)</td>
<td>Quiz #8</td>
<td>Ch. 11, 12</td>
</tr>
<tr>
<td>Tues</td>
<td>7/18</td>
<td></td>
<td>Imagery (Ch. 11)</td>
<td>Quiz #9</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>Wed</td>
<td>7/19</td>
<td></td>
<td>Self-Confidence (Ch. 14)</td>
<td>Quiz #10</td>
<td>Ch. 14</td>
</tr>
<tr>
<td>Thurs</td>
<td>7/20</td>
<td></td>
<td>Concentration (Ch. 15)</td>
<td>Quiz #11</td>
<td>Ch. 16</td>
</tr>
<tr>
<td></td>
<td>7/21-7/22</td>
<td>Exam III - Online (Blackboard)</td>
<td></td>
<td></td>
<td>Ch. 11,12,13,14,16</td>
</tr>
<tr>
<td>4</td>
<td>Mon</td>
<td>7/24</td>
<td>Exercise and Psychological Well-Being (Ch. 17)</td>
<td>Quiz #12</td>
<td>Ch. 17</td>
</tr>
<tr>
<td>Tues</td>
<td>7/25</td>
<td></td>
<td>Exercise Behavior and Adherence (Ch. 18)</td>
<td>Quiz #13</td>
<td>Ch. 18</td>
</tr>
<tr>
<td>Wed</td>
<td>7/26</td>
<td></td>
<td>Athletic Injuries and Psychology (Ch. 19)</td>
<td>Quiz #14</td>
<td>Ch. 19</td>
</tr>
<tr>
<td>Thurs</td>
<td>7/27</td>
<td></td>
<td>BurnOut &amp; Over Training (Ch. 21)</td>
<td>Quiz #15</td>
<td>Ch. 21</td>
</tr>
<tr>
<td></td>
<td>7/28-7/29</td>
<td>Exam IV - Online (Blackboard)</td>
<td></td>
<td></td>
<td>Ch. 17,18,19,21</td>
</tr>
<tr>
<td>5</td>
<td>Mon</td>
<td>7/31</td>
<td>Competition &amp; Cooperation (Ch. 5), Communication (Ch. 10)</td>
<td>Quiz #16</td>
<td>Ch. 5,10</td>
</tr>
<tr>
<td>Tues</td>
<td>8/1</td>
<td></td>
<td>Addictive &amp; Unhealthy Behaviors (Ch. 20)</td>
<td>Quiz #17</td>
<td>Ch. 20</td>
</tr>
<tr>
<td>Wed</td>
<td>8/2</td>
<td></td>
<td>Children &amp; Sports Psychology (Ch. 22), Aggression in Sports (Ch. 23)</td>
<td>Quiz #18</td>
<td>Ch. 22, 23</td>
</tr>
<tr>
<td></td>
<td>8/3</td>
<td></td>
<td>Character Development &amp; Good Behavior in Sporting Behavior (Ch. 24)</td>
<td>Quiz #19</td>
<td>Ch. 24</td>
</tr>
<tr>
<td>Thurs</td>
<td>8/4</td>
<td></td>
<td>FINAL EXAM</td>
<td></td>
<td>Ch. 5,10,20,22,23,24</td>
</tr>
</tbody>
</table>

B. Policies

Attendance/Tardiness
The entire course including assignments, quizzes and exams are available on-line and according the course schedule. Students are required to complete the course work when assigned and complete the work by the due date.

Late Work and Make-up Exams
As this course is entirely online, the chance to ‘make-up’ missed assignments, quizzes, and tests absences will be limited to participation in a TAMUCC sanctioned event or participation in a religious holy day as outlined in the University catalog on the day the assignment, quiz or test is due. Any assignment, quiz, or test missed due to a TAMUCC sanctioned event or religious holy day must be verified prior to the due date of the assignment, quiz, or test to be missed. No other excuses will be considered without verification of circumstances by the Dean of Students.
Extra Credit
There are no extra credit possibilities in this class.

Cell Phone/Electronic Device Usage
This is an online course. It is the student’s responsibility to ensure compatibility of devices and availability of reliable internet access.

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:
1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of ‘F’ to work in question;
6. Assigning grade of ‘F’ for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

See the University Catalog for more information.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **XX** is the last day to drop a class with an automatic grade of “W” this term.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For
complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

X. Required or Recommended Readings

Textbook:

Recommended or Supplemental Reading:
Additional readings and videos will be available on Blackboard.

Website:
The Website that accompanies and is coordinated with this course is found on Blackboard.

XI. Bibliography
The knowledge bases that support course content and procedures include:


XII. List of Supplies (if applicable)
- Computer with internet capabilities
- Internet access (high-speed recommended).