**WBU Flame Logo

**

# ****1. Campus Name:** Virtual Campus**

**School of \_\_Education\_\_\_\_**

# ****2. Wayland Baptist University Mission Statement:****

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

# ****3. Course Name:** EXSS 5304-VC01 Sports Psychology**

# ****4. Term:** SPRING 2024 2ND8WKS**

# ****5. Full Name of Instructor:** Dr. Charles C. Huang**

# ****6. Office Phone and WBU Email Address:** 806-2913791 (office); huangc@wbu.edu**

# ****7. Office Hours, Building, and Location:** Office Hours: Virtual Campus online via blackboard, email, or zoom. Laney Center Room 204, WBU-Plainview.**

# ****8. Class Meeting Time and Location:** Virtual Campus online instruction via Blackboard, Mar. 25 – May 18**

# 9. Catalog Description:

Psychological factors of sports participation for coaches, athletes, and other participants; concepts applicable to individual and group processes.

# 10. Prerequisite: N/A

# 11. Required Textbook and Resource Materials

**11.1** Weinberg, R.S., & Gould, D. (2024). Foundations of sport and exercise psychology (8th ed.). Champaign, IL: Human Kinetics.

For all undergraduate courses, textbooks and course materials are a part of the Pioneer Academic Access program. This program provides students with access to eBooks and other interactive learning materials on the first day of class through their Blackboard course(s). If the course requires a physical book, it can be ordered through the University Bookstore at bookstore.wbu.edu. The costs of these course materials are automatically billed to student accounts based on the number of credit hours in which a student enrolls. Students may choose to opt-out, but in doing so, they will lose access to all course materials and will have to source those materials through third-party vendors. (Students will receive additional course material details via email and/or in their Bb courses.)

For all graduate courses, Automatic eBooks and other course materials will be billed directly to your account, or a physical book can be ordered through the University Store at bookstore.wbu.edu. Graduate students who do not wish to participate in the Automatic eBook program have through the first week of class to opt-out of the program. (Students will receive additional course material details via email and/or in their Bb courses.)

# 12. Optional Materials: handouts and papers

**12.1** Resources available through WBU and Online libraries

**12.2** Access to WBU Learning Resources www.wbu.edu/lrc

# 13. Course Outcome Competencies: (Fill in from syllabus template)

At the completion of this course, the student should be able to:

**13.1** Increase their understanding of how psychological factors influence involvement and performance in sport, exercise, and physical education settings.

**13.2** Increase their understanding of how participation in sport, exercise, and physical education influences the psychological makeup of the individuals involved.

**13.3** Acquire skills and knowledge about sport and exercise psychology that they can apply as coach, teacher, athletic trainer, or exercise leader.

**13.4** Better understand human behavior in the context of athletic pursuits.

**13.5** Gain a greater understanding of psychological science, theory, and practice by exploring its application to the domains of sport.

**13.6** Understand the different motivational constructs.

**13.7** Know how to create the most productive team environment.

**13.8** Review current research trends in sport psychology.

# ****14. Attendance Requirements****:

As stated in the Wayland Catalog, students enrolled at one of the University’s campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

# 15. Statement on Academic Integrity:

[Link to Statement on Academic Integrity](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf).

# ****16. Disability Statement****:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

# ****17. Course Requirements and Grading Criteria: (**Include information about term papers, projects, tests, presentations, participation, reading assignments, etc. and how many points or what percentage of the final grade each of these components or assignments is worth**)****

**17.1** Discussion Board Topic/ Response Participation (6 @ 50 pts. each). There will be a question posted each week in the discussion Board dealing with the chapter(s) assigned for that week. Each student will submit a response to the question (30 points) and then post a response to at least two other student’s submission (20 points) for that week.

**17.2** Successful completion of weekly questions (8 @ 25 pts. each). Each week, chapter questions will be assigned based on chapter readings.

**17.3** Applied Sport Psychology Magazine or Journal Article (200 pts)

17.3.1 Instructions. Choose one topic from the psychological skills training section of the book that you find interesting: arousal regulation (chapter 13), imagery (chapter 14), self-confidence (chapter 15), goal setting (chapter 16), attention or concentration (chapter 17).

You are going to write an applied article on your chosen topic for a specific newsletter or magazine related to a sport or physical activity of your choice. You will need to select a specific newsletter or magazine (e.g., Golf World, Cycle World, Tennis). If you have trouble locating an appropriate newsletter or magazine, I may be able to help you find one. Along with your article, you will need to turn in a copy of an article out of the actual newsletter or magazine.

The format of your article should be similar to those in the actual newsletter or magazine. Be creative: Include graphics and diagrams, get the reader’s attention with quotes, and create a catchy title. Your article should include approximately four to five pages of text. (The length will depend somewhat on how you format your article.)

The key for your article is to present the information on your topic so that readers can understand the information and apply it to their specific sport or physical activity. Be sure to include good content (the basics of the topic you are presenting) and ideas for how this information can be applied to specific situations (using examples is a good idea).

17.3.2 Evaluation. (1) Topic information (Have you provided enough information on the topic? Is the information accurate?) (40 points); (2) Understandability (Will the readers of your article understand the principles?) (50 points); (3) Application (Have you provided information so that readers can apply the principles and information you have presented? Have you provided examples?) (50 points); (4) Creativity/Presentation (Did you include graphics? Quotes? Catchy title?) (40 points); (5) Spelling and grammar (20) points.

**17.4** Midterm Exam (100 pts.) The midterm exam will cover reading/lectures and chapter questions from the first half of the course. The midterm exam will be in multiple choice format or essay questions.

**17.5** Final Exam (100 pts.) The final exam will cover reading/lectures and chapter questions from the second half of the course. The final exam may include true/false, multiple choice, and essay questions.

**Total Possible Points- 900**

| **Item** | **Point** |
| --- | --- |
| **Discussion & Response** | **300 points (6 @ 50 pts. each)** |
| **Weekly Questions** | **200 points (8 @ 25 pts. each)** |
| **Applied Magazine or Journal Article** | **200 points** |
| **Midterm Exam** | **100 points** |
| **Final Exam** | **100 points** |

**Grading Scale**

| **Grade** | **Points** |
| --- | --- |
| **A** | **810 – 900** |
| **B** | **720 – 809** |
| **C** | **630 – 719** |
| **D** | **540 – 629** |
| **F** | **000 – 539** |

# 18. Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the vice president of academic affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

# 19. Tentative Schedule: (calendar, topics, assignments)

| Week | Topics/Activities/Assignments | Discussion/Assignment | Points |
| --- | --- | --- | --- |
| #1  3/25-3/31 | * **Chapter 1 Welcome to Sport and Exercise Psychology** * **Chapter 2 Science and Professional Practice of Sport and Exercise Psychology** * **Chapter 3 Personality and Sport** | * **Discussion #1: Why Study Sport Psychology? (Introduction Activity 3)** * **Assignment #1: Should psychological tests be used for team selection? Explain your answer.** | * **50** * **25** |
| #2  4/1-4/7 | * **Chapter 4 Motivation** * **Chapter 5 Arousal, Stress, & Anxiety** * **Chapter 6 Competition and Cooperation** | * **Assignment #2: List at least three ways to better understand someone’s motives for involvement in sport and physical activity.** * **Discussion #2: How might you tailor coaching strategies to individuals who are trying to deal with stress and anxiety? (Give an example)** * **Assignment #3: Activity 6.2 Designing a Cooperative Game** | * **25** * **50** * **25** |
| #3  4/8-4/14 | * **Chapter 7 Feedback, Reinforcement, & Intrinsic Motivation** * **Chapter 8 Diversity and Inclusion** * **Chapter 9 Team Dynamics and Cohesion** | * **Discussion #3: You have learned about modifying behavior by using positive reinforcement and punishment. How would you use these two sources of motivation to help build motivation and confidence within your team?** * **Assignment #4: Give three specific examples of team-building exercises. Give a coach’s view on whether these team-building exercises are effective.** | * **50** * **25** |
| #4  4/15-4/21 | * **MIDTERM EXAM - ON BB** | * **MIDTERM EXAM (Chapters 1-9)** * **Start the Applied Sport Psychology Magazine or Journal Article** | * **100** |
| #5  4/22-4/28 | * **Chapter 10 Leadership** * **Chapter 11 Communication** * **Chapter 12 Introduction to Psychological skills training** | * **Discussion #4: Three concepts have been shown to provide a good theoretical basis for understanding the coach-athlete relationship. Discuss and provide examples of closeness, co-orientation, and complementarity.** * **Assignment #5: You have taken your first coaching and teaching position with a local high school. Describe how you might apply some of the principles and finding derived from Chelladurai’s and Smith and Smoll’s models to your coaching and teaching. Be specific about how you might alter your approach to your athletes and students in classes, practices, and competitions.** | * **50** * **25** |
| #6  4/29-5/5 | * **Chapter 13 Arousal Regulation** * **Chapter 14 Imagery** * **Chapter 15 Self-Confidence** | * **Assignment #6: Describe three strategies for coping with different emotions in sport.** * **Discussion #5: As a coach, how might you use the four types of imagery discussed in this chapter to enhance the performance, affect, and thoughts of your athletes in different situations?** * **Assignment #7: Activity 15.1 Assessing Self-Confidence** | * **25** * **50** * **25** |
| #7  5/6-5/12 | * **Chapter 16 Goal Setting** * **Chapter 17 Concentration** | * **Discussion #6: Discuss five of the findings regarding the goal-setting practices of coaches.** * **Assignment #8: Activity 17.3 Developing a Concentration Routine** | * **50** * **25** |
| #8  5/13-5/18 | **FINAL EXAM – ON BB** | * **FINAL EXAM (Chapters 10-17)** * **Applied Sport Psychology Magazine or Journal Article Due** | * **100** * **200** |

# 20. Faculty May Add Additional Information as Desired