

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF Education**

**virtual Campus**

**Mission: 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.**

**COURSE NAME:** EXSS 5304. Sports Psychology

**TERM AND DATES:** Summer Term 2017 (May 29 – Aug. 12)

**INSTRUCTOR’S NAME:** Charles Chaoqun Huang

**OFFICE PHONE NUMBER(S):** 806-291-3791

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**OFFICE HOURS, BUILDING, LOCATION:** By appointment, Laney Center, Room 204

**CLASS MEETING TIMES/LOCATION:** Virtual Campus online instruction via Blackboard

**CATALOG COURSE DESCRIPTION:**  psychological factors of sports participation for coaches, athletes, and other participants; concepts applicable to individual and group processes.

**PREREQUISITES:** EXSS 5300 – Leadership in Sport Management

**REQUIRED TEXTBOOK(S) AND RESOURCE MATERIALS:**

* 1. Weinberg, R.S. & Gould, D. (2015). Foundations of sport and exercise psychology (6th ed.). Champaign, IL: Human Kinetics.
  2. Various readings will be distributed throughout the session

**OPTIONAL MATERIALS:**

1. Resources available through WBU and Online libraries
2. Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

**COURSE OUTCOME COMPETENCIES:**

The student will be able to:

* + - 1. Better understand human behavior in the context of athletic pursuits.
      2. Gain a greater understanding of psychological science, theory, and practice by exploring its application to the domains of sport
      3. Know the best ways to communicate
      4. Understand the different motivational constructs
      5. Know how to create the most productive team environment
      6. Review current research trends in sport psychology

**ATTENDANCE REQUIREMENTS:**

Student enrolled in the University’s Virtual Campus should make every effort to participate fully in the class. In order to make up incomplete work, the student must explain the reason for the deficiency to the instructor, who will then determine whether the omitted work may be made up. When a student shows a lack of participation considered by the instructor to be excessive, the instructor will so advise the student. Any student who misses 25 percent or more of the class assignments will receive a grade of F in the course. Additional participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**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 Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

**COURSE REQUIREMENTS & GRADING CRITERIA:**

1. Discussion Board Topic/ Response Participation (10 @ 25 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 (15 points) and then post a response to at least two other student’s submission (10 points) for that week.
2. Successful completion of weekly questions (10 @ 20 pts. each). Each week, chapter questions will be assigned based on chapter readings.
3. Research Articles Summaries and Critiques (100 pts)

Instruction:

1. Carefully read at least two journal articles related to the topic selected by yourself (you may need to do several readings to fully understand it). Note the rationale for the study, its purpose, the basic method used, the results, and the discussion of the results. Unless you've had advanced statistical courses, the results section may be difficult to understand, but try to understand as much as you can. Notice that the article's abstract and the discussion section often emphasize the major findings. Answer these questions about the study: (1) What was the purpose of the study? (2) How was the study conducted? (Who were the subjects? What did the subjects do?) (3) What was found in the study? (4) What are the limitations of the study? (5) Did the author(s) acknowledge the limitations of the study? (6) Did the results and discussion seem consistent? Explain. (7) What implications do the study's findings have for us? (8) If you were conducting research in this area, what would be the next study you would conduct based on the outcome of this study? That is, where do we go from here? In your critique, don't just focus on the negative aspects of the study. Rather, try to present a balanced view of the study's strengths and limitations.

2. Evaluation Criteria. Your final project should be typed or word-processed, double-spaced, and have 1-inch margins. This project is worth 100 points and will be evaluated according to the following criteria: Accuracy of interpretation and discussion (35 points); Scope—all questions answered in sufficient detail (35 points); Clarity and quality of writing (20 points); Grammar, spelling, format (10 points).

1. Psychological Demands Analysis (250 pts)

1. You should select a sport (and level, if applicable) that you are familiar with. If the sport is a relatively new sport, or one that might be unfamiliar to me (instructor), please give a brief description of the sport.

2. Utilizing sport psychology concepts and theories discussed in the course and in the text, you will prepare an analysis of the psychological demands associated with the sport. What are the psychological demands that you view as primary concerns? Are some demands more common in certain sports versus others? What are some of the sources of anxiety? Are there different sources of motivation that are useful for athletes involved in the sport? Are some personality factors more common in the sport (and more useful)? How important is attentional focus to the athlete involved in the sport? Is burnout a factor and what are some of the common causes? These are examples of questions that can guide you in the preparation of the analysis.

3. The paper should be between 10-15 pages in length and should integrate at least three theoretical approaches that apply to the psychological demands you identify. For instance, if you apply Nideffer’s (1976) attentional focus model to your description of the psychological demands, make the linkage between the theory and your description clearly understood. This is essentially a position paper that you are supporting with existing theoretical and/or research findings.

4. You should have a minimum of 10 primary (i.e., peer-reviewed journal articles and textbooks) sources included in the paper. You can use the two articles from your article summaries project if it fits conceptually.

1. You must follow APA format when writing the paper. Consult the Publication Manual of the American Psychological Association (6th ed.) when writing your paper for proper formatting. Make sure you properly cite all references utilized in the paper (i.e., sources for the quotes). Papers should have 1” margins, be written in narrative (third person format), and should be thoroughly edited.
2. 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.
3. 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- 1000 1000 – 900 = A

899 – 800 = B

799 – 700 = C

699 – 600 = D

599 & less = F

**University Grading System:**

A Cr for Credit

B NCR No Credit

C I Incomplete\*

D W for withdrawal

F WP Withdrawal Passing

WF Withdrawal Failing X No grade given

IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded. **This course is a credit no credit course.**

**\***A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**TENTATIVE SCHEDULE: (calendar, topics, assignments)**

**COURSE SCHEDULE:**

**Tentative semester schedule! \*subject to change\***

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| **Week** | **Topics/Activities/Assignments** |
| **5/29-6/4** | Course Overview/ Chapter 1-Sport and Exercise |
| **6/5-6/11** | Chapter 2-Personality and Sport/Chapter 3-Motivation |
| **6/12-6/18** | Chapter 4-Arousal, Stress, & Anxiety |
| **6/19-6/25** | Chapter 5-Competition and Cooperation/ Chapter 6 - Feedback, Reinforcement, & Intrinsic Motivation |
| **6/26-7/2** | Chapter 7-Group & Team Dynamics / Chapter 8 – Group Cohesion |
| **7/3-7/9** | **MIDTERM EXAM/RESEARCH ARTICLES SUMMARIES DUE** |
| **7/10-7/16** | Chapter 9- Leadership/ Chapter 10-Communication |
| **7/17-7/23** | Chapter 11- Introduction to Psychological skills training/ Chapter 12 – Arousal Regulation |
| **7/24-7/30** | Chapter 13 – Imagery/ Chapter 14 – Self-Confidence |
| **7/31-8/6** | Chapter 15 – Goal Setting/ Chapter 16 – Concentration (Attentional Focus) |
| **8/7-8/12** | **FINAL EXAM / PSYCHOLOGICAL DEMANDS**  **ANALYSIS DUE** |

**ACADEMIC HONESTY:**

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. 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 sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

**Plagiarism**

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

1. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*”

Source: <http://www.spcollege.edu/academichonesty/#plag>