I. Course Description

KSM 453: This course examines the effects of psychological factors, such as personality, motivation, group dynamics, psychomotor activity, and other psychological aspects of sports on participation and performance, as well as examining the effects of participation on the psychological make-up of the individual.

RATIONALE

Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. Health and physical educators must engage in many decision-making processes in the course of delivering a variety of services for students within the educational context. Therefore, students are expected to make data-driven decisions based on reflection of context, theory, research, inquiry, and culturally competent practice. The primary purpose of this course is to prepare reflective leaders through supervised experience, in conjunction with classroom instruction and research geared toward enhancement of theoretical, ethical, and professional knowledge and professional development.

Getting Started

First, you will want to access the course in Desire2Learn (D2L). This can be done via the USD student portal, http://my.usd.edu, or directly via https://d2l.sdbor.edu. The course should be listed in under “My Courses.”

IMPORTANT: You will not be able to access the course until the start date listed in WebAdvisor.

Technology Requirements

IMPORTANT: All students should have access to Microsoft Word and PowerPoint 2003 (or later version) to use for completion and submission of assignments. Additionally, the instructor may use the comment and proofing features in Word to provide feedback within the assignments. A student version of Microsoft Office can be purchased, at a very reasonable rate, via Microsoft’s website: http://www.microsoft.com/student/discounts/theultimatesteal-us/default.aspx

Exams and quizzes must be taken using the LockDown Browser, and you must complete them independently. The midterm and final exam may be administered with a proctor present.
II. Required Textbook

ISBN 9781450469814
Title Foundations of Sport and Exercise Psychology 6th Edition *(the Web Study Guide is optional)*
Author Weinberg, Robert S.

*There is a loose leaf version of this textbook which is cheaper. If you are interested, the ISBN is 9781492546061.*

III. Course Objectives/Outcomes-Standard-Assessment

<table>
<thead>
<tr>
<th>a. IV. Course Objectives and Outcomes Objectives/Outcomes</th>
<th>Standards</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. Understands Content: The student understands the central concepts, tools of inquiry, and the structures of his/her discipline. The teacher demonstrates the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn meaningful subject matter.</td>
<td>NASPE 2, ACEI 2.62.7, DOE 24:16:07(1); 08:40(1), SOE 1, 2, 3</td>
<td>Reflection on NASPE standards; National Health Standards; Reflection DOE PE standards; Chapter quizzes; Discussion folder entry</td>
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<td>2. Understands Development: The student understands how student-athletes learn and develop and can provide opportunities leading to active learning that support their intellectual, social, personal, and physical development.</td>
<td>NASPE 2, ACEI 2.62.7, DOE 24:16:07(1); 08:40(12), SOE 2, 3, 47</td>
<td>Reflection on NASPE standards; Reflection DOE PE standards; Chapter quizzes; Discussion Folder entry</td>
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<tr>
<td>3. Understands Difference: The student understands how students-athletes differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
<td>NASPE 6, ACEI 3.1, DOE 24:16:07(2); 08:40(1, 24), SOE 1, 2, 47</td>
<td>Reflection DOE PE standards; Chapter quizzes; midterm, final exam; Discussion Folder entries</td>
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<td>4. Designs Instructional Strategies: The student understands and uses a variety of instructional strategies to encourage student-athletes’ development of critical thinking, problem solving, and performance skills.</td>
<td>NASPE 4, ACEI 4, DOE 24:16:01(4); 08:40(6)</td>
<td>Discussion Folder entries</td>
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<td>5. Manages and Motivates: The student uses an understanding of individual and group motivation and behavior to establish a safe, orderly, and equitable learning environment that fosters positive social interaction, active engagement in learning and self-motivation.</td>
<td>NASPE 7, ACEI 5.1, DOE 24:16:01(5); 08:40(5), SOE 4, 89</td>
<td>Chapter quizzes, midterm, final exam, discussion folder entries</td>
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<td>6. Plans for Instruction: The student plans instruction based upon knowledge of student-athletes’, subject matter, technology, curriculum goals, and the community.</td>
<td>ACEI 3.2, DOE 24:16:01(8); 08:40(56), SOE 910</td>
<td>Discussion folder entries</td>
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<td>7. Evaluates: The student understands, creates, selects, and uses formal and informal assessment strategies to evaluate and ensure the continuous</td>
<td>NASPE 1, ACEI 3.3, DOE</td>
<td>Discussion folder entries</td>
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<td>Program Outcomes</td>
<td>Course Outcomes</td>
<td>Assessment Techniques</td>
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<td><strong>Communication</strong> — use communication skills with individuals and groups; disseminate information in a variety of oral, written and electronic formats to diverse populations such as students, customers, clients, employees and managers.</td>
<td>The student will understand and apply a variety of instructional strategies to encourage student-athletes’ development of critical thinking, problem solving, and performance skills.</td>
<td>Discussion forums; research paper</td>
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<td><strong>Personal and Professional Decision Making</strong> — apply critical and creative thinking skills to solve problems and make adequate decisions through the integration of theory and practice.</td>
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<td><strong>Continuing Ethical and Legal Practices</strong> — promote ethical behavior and apply legal principles that exceed the expectations of the student’s career field.</td>
<td>The student will utilize central concepts, tools of inquiry, and the structures of his/her discipline.</td>
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<td><strong>Practical and Theoretical Competence</strong> — utilize current theoretical and practical research to develop relevant competencies applicable to the student’s field.</td>
<td>The student will discover the importance of how student-athletes learn and develop and can provide opportunities leading to active learning that support their intellectual, social, personal, and physical development.</td>
<td>Chapter quizzes, reflection of NASPE standards, reflection of National Health Standards, reflection of DOE PE, participation in discussion forums, research paper</td>
</tr>
<tr>
<td><strong>Professional Development</strong> — foster professional development through participation in professional organizations, practical experiences and volunteer activities.</td>
<td></td>
<td>Discussion forums, chapter quizzes, reflection of NASPE and DOE PE</td>
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</tbody>
</table>
**Self enhancement** – value diverse social and cultural environments and their impact on self-awareness and self concept.

The student will identify how students-athletes differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Exams, chapter quizzes, discussion forums

### IV. Methods of Assessment

Your final grade will be based on the following:

- **Quizzes** (7) 10 pts each – 70 pts.
- Midterm Exam 50 pts
- Final Exam 50 pts
- Discussion Folder (4) 20 pts each – 80 pts.
- Research/Interview Paper 50 pts
- **Total points:** 300 points

**Graded Assignments Methods/Expectations**

1) **Discussion board/lab posts**: For each discussion board, a question or set of questions will be posed by the instructor. Each student is expected to participate professionally. This includes not only expressing the student’s own thoughts, but also providing his/her peers with feedback and asking constructive questions. (Refer to details below.) Each student is expected to have read the assigned material in advance and be prepared to discuss the material with supporting references as appropriate.

- **Frequency of postings**—Students will be required to submit at least 2 postings per discussion board on two different days. At least one post should be an original thought. For example, your first post would be in response to the discussion board question and the second post could be in response to one of your peer’s postings. Posting two times in one day is not an acceptable frequency (unless you post more than twice per discussion board). The quality of participation and learning increases when postings are spread out over the course of the discussion board. This method of posting provides a greater ability to synthesize other perspectives, demonstrate and increase student listening skills, and contribute more fully to an evolving discussion.

- **A student’s initial post must be made by Fridays at 11:59pm CST, and all peer replies are due by Sundays at 11:59pm CST.**

- **Quality of postings**—The quality of student postings will be evaluated using the following criteria:
  - Relevance and substance (1-word and short phrase posts (ex: I agree) will not count as a post.)
  - Ability to synthesize readings and main concepts
  - Clear demonstration that the student is listening to peers and synthesizing their comments
  - Demonstration of a clear understanding of the topic area
  - Postings are on topic and contribute to the quality of the discussion
  - Attention to grammar and spelling
  - Good organization of thought and well-constructed postings
  - Ability to present more than one opinion or point of view – provide an informed opinion based upon rational discourse, readings, observation of others, relationship to your past experiences, etc.
  - Postings relate the topic area to a personal experience whenever possible
Taking the dialogue to a deeper level – this element goes towards a person’s ability to go beyond meeting the minimum requirements to enhance and transform the dialogue – examples include offering resource information, links, news, etc.

- Demonstration of proper “net etiquette” in postings

- Things to avoid:
  - Excessive use of “I agree” responses without explanation – provide reasoning for agreement or disagreement
  - Excessive postings in one forum (informally known as “hogging” the forum)
    - the key to success in this area is balance
    - keep in mind that other students will be reading the postings
  - Lack of respect for divergent opinions – show the respect to others that you would like bestowed on yourself
  - Off-topic comments – heading down a new road may be healthy and of value occasionally but try to be mindful of the discussion at hand

2) **Online quizzes and exams**: Assessments are based on a multiple choice selection process but are timed and must be taken without any help or assistance from outside sources. PowerPoint lectures are intended to supplement information in the text, not to be used as a substitute for reading the text. Questions for quizzes and exam will be pulled from text materials. Quizzes and exams will only be available for the specified time period. If you do not take the assessment within this time period and obtain permission from the instructor to make-up the quiz/exam, note that the format will be essay-format.

3) **Research/interview paper**: This is a 4-5+ page paper which will require the student to:
   - Select a professional to interview within career interest.
   - Based on the instructional strategies addressed in this course, gather information from your interviewee about one of the areas he/she believes can be challenging in their position. (This may relate to a problem, current trend, controversial issue, ongoing or seasonal challenge with team, etc.)
   - Combined with information from the interview, information from class, and 2 peer reviewed journal articles to expand on this topic, apply critical and creative thinking to help solve this problem, utilizing current theoretical (theory) and practical.

Feedback will be given within 72 hours after an assignment has been submitted with regards to scores, comments, and other pertinent issues. If you need access to your grades, the link called “grades” is available for you to access at any time. Notify your instructor within 1 week of receiving assignment grades regarding any discrepancies so this can be corrected quickly.

**Grading Scale**
Grades will be determined by computing a percentage of the total points earned for the semester. The grading scale is a straight standard scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90--100%</td>
<td>A</td>
<td>(270-300 points)</td>
</tr>
<tr>
<td>80--89%</td>
<td>B</td>
<td>(240-269 points)</td>
</tr>
<tr>
<td>70--79%</td>
<td>C</td>
<td>(210-239 points)</td>
</tr>
<tr>
<td>60--69%</td>
<td>D</td>
<td>(180-209 points)</td>
</tr>
<tr>
<td>≤ 59%</td>
<td>F</td>
<td>(below 180 points)</td>
</tr>
</tbody>
</table>

**V. Importance of Netiquette during this course**
General Netiquette guidelines can be found in the CE Online Orientation [here](http://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx?la=en). The expectations are to follow the basic rules of netiquette and to be courteous to all those in the class. Please type in complete sentences and follow the discussion board guidelines. Use only appropriate acronyms, for example DE for distance education and F2F for face to face. For more information on
VI. Class Policies

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Receiving an “F” in the course.

Contacting the instructor

The best way to contact me is via email (Laura.Kruger@usd.edu), which can be accessed within the course. I will do my utmost to respond to your requests within twenty-four (24) hours during the weekdays, or forty-eight (48) hours on the weekends. Note: please do not use the D2L pager tool to contact me.

a. When sending a professional e-mail, students should:
   1) Address me (or the recipient) with title and last name. For example, “Dear Ms. Kruger.” Also use a subject line that is relevant to your message (This avoids your email looking like a text message, and airs on the side of professionalism)
   2) State which class you are enrolled and your question or concern. (I have several classes and I’ll be able to respond to your question quicker with this information)
   3) Use standard English and complete sentences, as opposed to using abbreviations and texting-style communications.
   4) Include a signature block containing your name, phone number, and email address. (This provides your methods of contact, like methods of contact I provide you)
   5) Proofread your email prior to sending it.

Midterm/Final Exam

All exams will be given during specific exam weeks (see course schedule) during this time. The midterm and final exam may be administered with a proctor present. It is imperative that all students take these exams during the specified week. No late work or make ups will be allowed unless the student has made specific arrangements with the instructor before the exam week.

Board of Regents Statements and University of South Dakota requirements

Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college which offers the class to initiate a review of the evaluation.”

Diversity Statement

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Disability Services
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:
Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605) 677-6389
http://www.usd.edu/ds/
dservices@usd.edu

ACADEMIC INTEGRITY
The value of a University of South Dakota education is determined by the quality and character of the students and alums. Therefore, students are expected to uphold academic integrity.

All academic work, including, but not limited to, papers, computer programs, assignments, and tests, must consist of the students’ own work. Students are expected to learn and practice proper techniques for accurately citing resource material. Students are expected to be honest in all academic work, refraining from all forms of cheating.

Academic dishonesty may take many forms. Examples of academic dishonesty include but are not limited to the following:

- Buying, selling, or trading papers, projects, or other assignments;
- Using or attempting to use any unauthorized book, notes, or assistance from any person during a quiz or examination;
- Plagiarizing and/or submitting the work of another as your own;
- Fabricating information or citations;
- Facilitating dishonest acts of others pertaining to academic work
- Possessing unauthorized examinations;
- Submitting, without instructor permission, work previously used;
- Tampering with the academic work of another person;
- Ghosting-taking a quiz or exam in place of a student or having any person take a quiz or exam in your place;
- Any attempt to falsify an assigned grade or an examination, quiz, report, or program or in a grade book, document, or other record;
- Any attempt, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment (both parties to the collusion are considered responsible.)
- Forging a faculty members or administrator’s signature on any card, form or document.

PLAGIARISM

A. Successful students do not claim the words or ideas of others as their own. You must cite where the information came from if it is not completely (100%) your own.

B. Plagiarism- 1) to steal and pass off (the ideas or words of another) as one's own 2) use (another's production) without crediting the source 3) to commit literary theft; present as new and original an idea or product from an existing source (Merriam Webster Dictionary). Plagiarism is a white or black issue; there are no shades of gray. This means either plagiarism occurred or it didn’t. Some students are under the mistaken impression that “unintentional” plagiarism may occur; there is no such thing. A good analogy (and I don’t mean to offend anyone) would be pregnancy. What someone meant to happen or didn’t intend to happen is a moot issue. A person is either pregnant
or they aren’t. If you have a question about plagiarism, it is your responsibility to ask. Once it occurs, it is too late to act confused.

C. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
   a. Given a zero on the assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.
   c. Assigned a reduced grade for the course.
   d. Dropped from the course.
   e. Failed in the course.

Relevant policy links follow below:

VII. Tentative Course Schedule for the Spring Semester 2018*

<table>
<thead>
<tr>
<th>Week format</th>
<th>Assignment or Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Chapter 1 (Introduction) [CHAPTER QUIZ/DISCUSSION 1]</td>
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<tr>
<td>Week 2</td>
<td>Chapter 2 (Personality and Sport) [CHAPTER QUIZ]</td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 3 (Motivation) [CHAPTER QUIZ/DISCUSSION 2]</td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 4 (Arousal, Stress, &amp; Anxiety) [CHAPTER QUIZ]</td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapter 5 (Competition &amp; Cooperation) [CHAPTER QUIZ]</td>
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<tr>
<td>Week 6</td>
<td>Chapter 6 (Feedback, Reinforcement, &amp; Intrinsic Motivation) [CHAPTER QUIZ/ DISCUSSION 3]</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 7 (Group &amp; Team Dynamics) and Chapter 8 (Group Cohesion) [MIDTERM EXAM]</td>
</tr>
<tr>
<td>Week 8</td>
<td>Chapter 9 (Leadership) *Identify professional to interview for Research/Interview paper.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Chapter 10 (Communication)</td>
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<tr>
<td>Week 10</td>
<td>Chapter 11 (Psychological Skills Training)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Chapter 12 (Arousal Regulation) [CHAPTER QUIZ]</td>
</tr>
<tr>
<td>Week 12</td>
<td>Chapter 13 (Imagery) and Chapter 16 (Concentration)</td>
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<tr>
<td>Week 13</td>
<td>Chapter 21 (Burnout &amp; Overtraining) (RESEARCH/INTERVIEW PAPER)</td>
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<tr>
<td>Week 14</td>
<td>Chapter 21</td>
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<tr>
<td>Week 15</td>
<td>Chapter 24 (Character Development and Good Sporting Behavior) [DISCUSSION FOLDER 5]</td>
</tr>
<tr>
<td>Week 16</td>
<td>[FINAL EXAM]</td>
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*Subject to change—students will be notified of changes via course e-mail and the new syllabus will be posted in the D2L course site.

Revised 11/20/17