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. Exercise science professionals must engage in many decision-making processes in the course of delivering a variety of services for students within the educational and exercise 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](http://my.usd.edu), or directly via [https://d2l.sdbor.edu](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](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.

Weekly lectures will be provided to you by a recording. Therefore it would be best to complete all weekly assignments after reviewing the week’s lectures.
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>Program Outcomes</th>
<th>Course Outcomes</th>
<th>Assessment Techniques</th>
<th>Cross-Curricular Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication - apply communication skills to disseminate information in a variety of formats to a diverse set of stakeholders.</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>
<td>Demonstrate the ability to use inquiry and analysis as well as critical and creative thinking</td>
</tr>
<tr>
<td>Personal and Professional Decision Making - utilize a wide base of knowledge to develop both critical thinking and practical skills which allows for the integration of theory and practice.</td>
<td>The student will utilize central concepts, tools of inquiry, and the structures of his/her discipline.</td>
<td>Chapter quizzes, participation in discussion forums, research paper</td>
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<tr>
<td>Practical and Theoretical Competence – incorporate cutting-edge research findings and recent developments in the field-of-study.</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>Discussion forums, chapter quizzes</td>
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<tr>
<td>Professional Development – Collaborate with industry leaders to experience diverse on- and off-campus experiences.</td>
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</tbody>
</table>
Self enhancement – demonstrate inclusive excellence by incorporating diversity and social responsibility as core elements in each academic course.
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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (7)</td>
<td>70 pts</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50 pts</td>
</tr>
<tr>
<td>Discussion Folder (4)</td>
<td>80 pts</td>
</tr>
<tr>
<td>Research/Interview Paper</td>
<td>50 pts</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>300 points</strong></td>
</tr>
</tbody>
</table>

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:

- 90--100% = A (270-300 points)
- 80--89% = B (240-269 points)
- 70--79% = C (210-239 points)
- 60--69% = D (180-209 points)
- ≤ 59% = F (below 180 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.

- 1 initial post + 1 peer reply

- 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:** Online quizzes are based on a multiple choice and true/false 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 exams will be pulled from text materials and class lectures. Quizzes and exams will only be available for the specified time period.

**Midterm exam**
Available during Week 6  
Time limit: 75 minutes  
Allowed materials: None

D2L Lockdown browser will be enabled

**Proctored exam**

**Final exam**
Available during Week 12  
Time limit: 75 minutes  
Allowed materials: None

D2L Lockdown browser will be enabled

**Proctored exam**

All exams will be given during specific exam weeks during this time. 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.

- The midterm exam and the final exam will be proctored exams.
- For online courses: The student arranges independently the location of the proctored site.
- If a student misses a quiz (not an exam), the student can make up that quiz by contacting the Instructor with the request. Quizzes are the only form of assessment that can be made up. Limit: 1 make up quiz for the course.
• Students who do not utilize this opportunity will earn additional points towards their course grade.

**Important proctor information from USD’s Testing Center:**

All students must notify the USD Testing Center to where they will be testing by the add-drop date for their course. We will contact all students who have not met this deadline.

**All students must email the USD Vermillion Testing Center within the first 2 weeks of the course to indicate where they will be taking their two proctored exams (during week 6 & 12). Testing can take place anywhere in the US with advanced communication. testingcenter@usd.edu. SUBJECT TO CHANGE.**

**When students do and do not need to turn in a proctor form:**

- **Students taking any on campus classes and/or living in Vermillion or the surrounding area:**
  - Must test at the USD Vermillion Testing Center
  - Do not need to turn in a proctor form but MUST email us at: testingcenter@usd.edu to keep us informed
  - Must make an appointment at: www.registerblast.com/usd in order to take their exam
  - Exceptions: Dual credits students currently enrolled in high school may test with their dual credit program’s designated proctor

- **Students taking their exams with USD’s Disability Services:**
  - Do not need to turn in a proctor form, but must email the Testing Center to let us know they are testing at the Disabilities Services office

- **Students testing/living in Brookings, Madison, Pierre, Rapid City, Sioux Falls, and the surrounding area:**
  - Are not required to use the University Center testing centers
  - **Do not need to turn in a proctor form if they are testing at a University Center Testing Centers.** However, the student must email the USD Vermillion Testing Center to let us know at which center they are testing at: testingcenter@usd.edu
  - Students must make arrangements directly with each University Center
  - University Center Testing Centers:
    - UC Sioux Falls Testing Center – testingcenter@sduniversitycenter.org
    - Dakota State University Testing Center – proctor@dsu.edu
    - South Dakota State University Testing Center – sdsu.testing@sdsstate.edu
    - Capitol University Center Testing Center – SDSU.CUC@sdsstate.edu
    - Black Hill State University - Rapid City – BHRCTestingCenter@bhsu.edu
    - Black Hills State University - Spearfish – BHSPTestingCenter@bhsu.edu

- **Students testing anywhere else:**
  - **Must turn in a proctor form within the first two weeks of class.**

**Questions? Please contact USD’s Testing Center at:**

Phone: 605-658-6143
Fax: 605-677-6118

All policies can be found on their website at [http://www.usd.edu/usd-online/testing-center/](http://www.usd.edu/usd-online/testing-center/).

3) **Research/interview paper:** This is a 5+ page paper which will require the student to:

- Select a professional to interview within career interest. The professional must be approved by Instructor.
• Brainstorm a few topics you believe would be central to the professional's position to address in your interview and research paper. 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 we have discussed in class, and 2 peer reviewed journal articles to expand on this topic/issue, apply critical and creative thinking to create a strategy to help counter this problem.

*This paper will be submitted online via D2L but in class, peer discussions will allow for sharing and learning from each other.

*TurnItIn will be used for all submissions.

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.

V. Importance of Netiquette during this course
General Netiquette guidelines can be found in the CE Online Orientation (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 netiquette please review this site: http://www.albion.com/netiquette/corerules.html. If you need assistance with a spell-checker, you can download a browser based spell-check at http://www.iespell.com or use FireFox. Please treat all communications in this class as you would in the business world. In other words, the expectations for communications are to be formal, using proper grammar, spelling and netiquette. For examples of proper netiquette, please refer to the CE Online Orientation at: http://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx?la=en

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.

Attendance

- If a student misses a quiz (not an exam), the student can make up that quiz by contacting the Instructor with the request. Quizzes are the only form of assessment that can be made up. Limit: 1 make up quiz for the course.
- Students who do not utilize this opportunity will earn additional points towards their course grade.

Questions, comments or concerns about this, please see me.

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 Summer Semester 2018*

<table>
<thead>
<tr>
<th>16 Week format</th>
<th>Assignment or Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Chapter 1 (Introduction) [CHAPTER QUIZ/DISCUSSION 1]</td>
</tr>
<tr>
<td></td>
<td>Chapter 2 (Personality and Sport) [CHAPTER QUIZ]</td>
</tr>
<tr>
<td>Week</td>
<td>Chapter (Motivation) [CHAPTER QUIZ/DISCUSSION 2]</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 3 (Motivation) [CHAPTER QUIZ/DISCUSSION 2]</td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 4 (Arousal, Stress, &amp; Anxiety) [CHAPTER QUIZ]</td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 5 (Competition &amp; Cooperation) [CHAPTER QUIZ]</td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapter 6 (Feedback, Reinforcement, &amp; Intrinsic Motivation) [CHAPTER QUIZ/DISCUSSION 3]</td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapter 7 (Group &amp; Team Dynamics) and Chapter 8 (Group Cohesion) [MIDTERM EXAM- Chapters 1-8 in class. This will be proctored- see details above.]</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 9 (Leadership) Chapter 10 (Communication) *Identify professional to interview for Research/Interview paper.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Chapter 11 (Psychological Skills Training) Chapter 12 (Arousal Regulation) [CHAPTER QUIZ]</td>
</tr>
<tr>
<td>Week 9</td>
<td>Chapter 13 (Imagery) and Chapter 16 (Concentration)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Ch. 15 (Goal Setting) [DISCUSSION 4]</td>
</tr>
<tr>
<td>Week 11</td>
<td>Chapter 21(Burnout &amp; Overtraining) [RESEARCH/INTERVIEW PAPER due] [DISCUSSION 5: Research discoveries]</td>
</tr>
<tr>
<td>Week 12</td>
<td>Chapter 20 (Addictive and Unhealthy Behaviors) [FINAL EXAM- Chapters 9-13, 15-16, 20-21. This will be proctored- see details above.]</td>
</tr>
</tbody>
</table>

The online final exam will be proctored- see details above.

*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.*