Instructor: Mrs. Lisa McQuade  
Office by TBA  
Office hours: Monday, Wednesday & Friday 9:00-10:00 am by appointment  
Phone: CofC: 953-5558 (Dept. Office); 843-277-587(CELL)  
Email: mcquadelm@cofc.edu  
Course meeting: Monday, Wednesday, Friday 11:00-11:50 am  
Tuesday & Thursday – 12:15 pm-1:30 pm  

**All communications must include your name, PEHD/PSYC MWF or TTh**  
**Prerequisite courses:** Prerequisites: PEHD 201 or EXSC 201; PSYC 103; or permission of the instructor

**Course Description:** This course examines psychological theories and research related to sport and exercise behavior. The course is designed to introduce you to the field of sport and exercise psychology by providing a broad overview of the major topics in the area.

TAIS- Test of Attention & Interpersonal Style $35-$40 (working with book store on this)

**The Course Objectives Are As Follows:**
- To understand the role of research methods in exercise and sport psychology, and use research findings and/or psychological theories to reach logical conclusions.
- To increase your understanding of how psychological factors influence involvement and performance in sport, exercise, and physical education settings.
- To increase your understanding of how participation in sport, exercise, and physical education influences the psychological makeup of the individuals involved.
- To help you acquire skills and knowledge about sport and exercise psychology that you can apply as a coach, teacher, athletic trainer, or exercise leader.
- To understand and apply ethical principles, especially those adopted by the American Psychological Association.
- To be aware of individual differences among people with regard to the psychological aspects of exercise and sport.
- To demonstrate an ability to think, speak and write effectively about the subject matter.

Your instructor will make every effort to involve you in the learning process. This will include but will not be limited to, putting students into small group discussions, calling on students for answers to questions posed, directing students to differences of opinion (e.g., instructor versus textbook), and encouraging students to ask questions or introduce information they bring from other sources. Please read chapter material in text book before coming to class.

**Evaluation:**
Participation: Class Activities & Online Quizzes, = 20%  
Critique of Research Paper = 10%
Mid-Term 10%
TAIS Case Study = 20%
Observation Assignment = 20%
Final= 20%
Total 100%

10 point - EXTRA Credit~ you may go to a CofC Concert Series through the Music Department. Take a picture of you with the artist that performed, take a picture of the program or scan it and submit both online OAKs. Discuss the connections you see in terms of musicians, performance and Sport Psychology & Wellness. This must be done in proper English! You may only do one. It will apply to your lowest 100 point grade.

Class Participation - Attendance is part of this grade, see attendance policy. Additionally, class activities will be done using google generator as well as OAKs dropbox. You will be responsible for submitting activities done in class via drop box.

Online quizzes will be available on OAKs for selected dates. The online quizzes will primarily test your knowledge of the chapter readings. Once quizzes close you will not be able to see them.

Written Assignments: YOU MUST STAY within the page amounts, so be clear, concise and accurate with your words, each one counts!

TAIS Case Study- You will take the TAIS, receive results and write a Case Study of your findings focusing on PTS (Psychological Skill Training) following APA format. Details will be provided on OAKs (4 pages, no more).

Research Assignment- You are to find in the library the Journals that cover Sport & Exercise Psychology. Find a recent (2009-2014) research article on Personality in Sport & Wellness or Motivation in Sport and Wellness. (Look in your text book for ideas) Critique the article using your text book as a source of information and any other sources you find. (APA format, minimum of two referenced sources, DO NOT use first person to critique), YOU must submit the article’s Abstract for approval on line via OAKs prior to writing this paper. (2 pages-500 words 12 font size, NO more, show word count) See OAKs DropBox for further details.

Observation Assignment - You will observe a team/dance troop/exercise class during practice and then during a game/performance. This does not have to be a professional team, or an athletic team, it can be little league or a dance team. With your new understanding of Sport Psychology, what do you observe happening in the dynamics of practice and performance? What tools do you see being used? Do you think any other tools might be helpful? (APA format, please provide proof for your reasoning with research, you may use your text book, minimum of two sources, DO NOT write in first person).You must submit idea on line via OAKs for prior approval. (4 pages, no more) Please do not wait until the last minute to complete this project.

Exams will be primarily multiple choice, true/false, with some short answer. The final exam will not be comprehensive.

Grading Scale:

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Make up policy: Online lecture quizzes must be taken within the assigned time frame. Take notes because once they close you will no longer have access to them for exams.

Drop Boxes for Class Activities: if you have a valid excuse, see policy for absences, you will be allowed to submit responses into the drop box. This will be case by case, you must submit request and I will open the box for you.

EXAMS: You must contact me via cell phone or text message if you find you are ill the morning of an exam, before class meets (for example if exam in on Monday at 11:00 am, you must contact me before 11:00 am). If you do not, you will receive a zero (0) on the exam. If you know of a conflict such as a CoC team competition, you must make arrangements prior to the exam date, otherwise you will receive a zero (0). Make-ups will be arranged primarily during my office hours. I will NOT accept CoC absence forms as a means of communicating your absence, I will however, confirm them for exam make-ups.

CLASS Material: If you miss a class you are responsible for getting the material from another student. The instructor will not provide handouts or lecture information for those who are absent. Do not send me e-mails asking what you missed.

Attendance: Attendance will be taken daily. If you are late, you will be marked absent. Students are expected to attend class. Two points will be deducted from your participation grade for each absence after four for MWF, three for TuTh. No excuses will be considered for absences.

Seating: To expedite the attendance process and improve my ability to get to know student names, students will be assigned to seats the first week of class.

Policies
College of Charleston Student Handbook: This is a guide to your responsibilities and rights as a student. If you are not familiar with this document, please take the time to review the information contained within the handbook. www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

Academic Honesty: Please refer to the current College of Charleston Student Handbook for the definition of academic dishonesty and the subsequent penalties. Faculty members are required to report violations of the Honor Code to the Office of Student Affairs. If you are found guilty of an honor code violation your grade in the class will be XF and will be so indicated on your transcript. Students at College of Charleston are expected to be at all times in compliance with the Honor Code. Scholastic dishonesty will not be tolerated in this course. Examples of cheating include giving or receiving aid during examinations, using any type of crib sheet, copying from or looking to another exam, or submitting another’s work as your own.

Classroom Behavior: Students at the College of Charleston are expected to be at all times in compliance with the Honor Code. Failure to abide with this code will not be tolerated in this course. Examples of inappropriate classroom behavior include behaviors that disrupt instruction by the professor and/or learning of classmates and behaviors that threaten, harass, or discriminate against others. Students who engage in inappropriate classroom behavior will be asked to leave the classroom, will receive no credit for attendance and in-class activities for that day, and must meet with the instructor prior to returning to the next class meeting. Severe cases of inappropriate behavior will be referred to the Dean of Students for appropriate disciplinary action. Please take a moment to use the bathroom before the start of class. Students leaving class can be disrupting.
Electronic Device Policy: Please turn off all electronic devices during class. Texting is not permitted in class. Students caught texting will be warned (first time), dismissed and marked absent (second time), or receive a 10 point reduction on their final grade (third time). Laptops are permitted, but must be turned to a notes page or slides page (social networking, texting and emailing is deemed a distraction and will not be permitted).

Disability: In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

Reserve clause: As we progress through the semester we may find we are ahead of the class outline or behind. This has to do with the knowledge the students bring to the class as well as the time allotted for the class as well as any unforeseen circumstances such as bad weather. The instructor may make changes to this syllabus. Students will be informed promptly of any changes as they occur.

Core Plan: Spring 2014

Chapter 1 Welcome & History

Chapter 2 Personality

Chapter 3 Motivation ~ connect competition vs cooperation Ch 5 & Self Confidence Ch 14

Chapter 4 Arousal ~ Stress~ Anxiety Connect to Concentration Ch 16, Flow Experience ~ Ch 5 (special case of intrinsic motivation) and Wellness Ch 18

Chapter 5 ~ review competition Connect Leadership Ch 9 & Communication Ch 10 with perspectives

TAIS lecture ~ Chapter 11 PST-connect the tool Chapter 4, 5, 16 & 18 ~ students to reference Ch 12,-16 to research specific PTS for TAIS paper

Chapter 17 & 18 Health & Well Being connect with stress ~ look at research on Depression & Exercise and Anxiety & Exercise