**FTS 100: First Term Seminar**

***Sport Psychology: An Introduction***

Course Syllabus

 **Professor:** Dr. Daniel C. Moos

Office: (507) 933-7448

 Email: dmoos@gustavus.edu

 Website: http://homepages.gac.edu/~dmoos

 **Class:** Monday, Tuesday, Thursday, & Friday: 1:30 – 2:20 am

Mattson, 102

 **Office Hours:** Monday: 10:00 – 11:00; 1:30 – 3:30

 Tuesday: 11:30 am – 12:20 pm

 Thursday: 11:30 am – 12:20 pm

Please contact the professor to arrange alternative times.

# **Course Overview**

This seminar introduces students to critical thinking and a discussion of values, and develops oral and written communication skills, through an investigation of main themes in the discipline of Sports Psychology. The goal of this seminar is to examine various psychological principles associated with sports, including exercise and well-being, stress and anxiety, self-confidence, motivation, group dynamics, and leadership. Discussions and assignments for this seminar will encourage students to develop and deepen an understanding of psychological theories that can be used to study human behavior in the context of sport and athletics.

**Required Textbooks (available in the Book Mark):**

Weinberg, R.S. & Gould, D. (2011). Foundations of Sport and Exercise Psychology (5th ed.).

Champaign, IL: Human Kinetics.

**Course Components\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

All First Term Seminar (FTS) courses share have common elements. You will be asked to **think critically** and articulate your **values.** Critical thinking refers to the application of reason to your own ideas and those of others, a willingness to consider the perspectives of others, and an awareness of the limits of any given perspective, while values refer to what we use to make decisions that matter. You will have an opportunity to develop your critical thinking through both **oral** and **written communication**. The oral component is designed to promote reasoned discourse, creative expression and development of one’s own voice in critical interaction with others through both oral presentation and discussion, while the writing component promotes writing as a creative and critical process in which writers engage with the ideas of others. **Advising** is the last component of all FTS courses and entails an introduction to campus resources and assistance in the process of planning academic progress towards the declaration of a major. This FTS will introduce these elements within the context of Sports Psychology. An introductory course to this field focuses on the following objectives:

* Become familiar with major psychological theories that can be used to study human behavior in the context of sport
* Develop skills in psychological interventions for achieving goals
* Identify strategies for goal setting, behavior change, and maintenance of gains

**Course Expectations\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* *Actively* engage the readings and assignments. Questions for you to consider following each reading:
	+ How do the reading and/or assignment shape my views?
	+ Can I provide a two-minute summary of the reading and/or discussion?
	+ What concepts from the reading and/or discussions would I like clarified?
* *Willingness* to engage in critical thinking
	+ Articulate your viewpoint
	+ Question the text, peers, and professor
	+ Accept critique from peers and the professor
* *Participation* in class discussion
	+ Speech completes thought…Your opinion is valued and it is expected that you participate regularly during class discussions

**Course Policies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Attendance:***

You are expected to attend every class, with the exception of illness and/or extenuating circumstances. Absences must be cleared with the professor prior to the class. It is your responsibility to make arrangements with another member of the class to keep up-to-date on assignments. While attendance is not directly evaluated, several in-class assignments (e.g., journaling and class participation) are evaluated. Missed in-class assignments due to unexcused absences will result in a grade of zero for that particular assignment. Excess absences, determined by the professor, may result in grade deductions.

***Academic Integrity:*** It is assumed that all students understand the consequences of academic dishonesty at Gustavus Adolphus College. Full descriptions of the Academic Honesty Policy and the Honor Code can be found in the catalogue on the web at: <http://gustavus.edu/academics/general_catalog/current/index.cfm?pr=acainfo>

**Course Policies,** continued\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Disability Services:*** Gustavus Adolphus College is committed to ensuring the full participation of all students in its programs. If a student has a documented disability (or you think you may have a disability of any nature) and, as a result, need reasonable academic accommodation to participate in class, take tests or benefit from the College’s services, then the student should speak with the Disability Services Coordinator for a confidential discussion of needs and appropriate plans. Course requirements cannot be waived, but reasonable accommodations may be provided based on disability documentation and course outcomes. Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, students should contact Disability Services as early as possible. Disability Services (https://gustavus.edu/advising/disability/) is located in the Advising and Counseling Center.

***Help for Students Whose First Language is not English:*** Support for English Language Learners (ELL) and Multilingual students is available via the College's ELL Support staff person, Andrew Grace (agrace@gustavus.edu or x7395).  He can meet with individual students for tutoring in writing, consulting about academic tasks, and helping them connect with the College’s support systems. The ELL Support person can also consult with faculty members who have ELL and multilingual students enrolled in their classes. The College’s ELL staff person can provide students with a letter to a professor that explains and supports academic accommodations (i.e. additional time on tests, additional revisions for papers). Professors make decisions based on those recommendations at their own discretion. In addition, ELL and multilingual students can seek help from peer tutors in the Writing Center.

***Paper Submission:*** Writing assignments will be accepted in hard copy at the beginning of the class on the assigned due date. Email submission of writing assignments will *not* be accepted, unless extenuating circumstances require special arrangements. Such arrangements must be made prior to the assignment due date.

***Late Assignments:*** Assignments will be automatically marked down ten percentage points for each weekday that they are handed in late. Make-up assignments will be given at the discretion of the professor. An automatic grade of zero will be given for a missed quiz unless the absence is due to extenuating circumstances.

***Email:*** The professor will be readily accessible via email. It is expected that students regularly check and respond to their Gustavus email account for communication related to this course.

**Course Requirements** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 *A more detailed description of each assignment, including a rubric, will be provided prior to the due date.*

***W:*** *Writing;* ***OC:*** *Oral Communication;* ***CT:*** *Critical Thinking;* ***A:*** *Advising*

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| **Assignment/ primary FTS element** | **Brief Description** | **Percentage of overall grade** | **Due Date** |
| *Journaling and reflection exercises****W*** | Five writing reflection exercises completed outside class and regular journaling activities completed during class. | 15 | Throughout Semester |
| *Class participation****OC*** | Engagement during in-class discussions | 15 | Throughout Semester |
| *Informative oral presentation* ***OC*** | Short informative oral presentation that shares your viewpoint on a core theme from the discipline of Sport Psychology | 5 | Monday, September 8th  |
| *Argument paper (Movie/book Analysis)****W*** | Application of Sport Psychology through an analysis of a movie or book | 15 | Tuesday, November 25th  |
| *Thought Questions****CT*** | Questions, written individually, that extend beyond information provided in the reading. Each student will be responsible for thought questions at several points throughout the semester (see the syllabus for your assigned dates).  | 5 | Throughout Semester |
| *Co-curricular activities****A*** | Attendance at several co-curricular events and submission of short written summary | 10 | Throughout Semester |
| *Persuasive oral presentation****OC*** | Presentation providing a persuasive view on an assigned sports psychology case study | 15 | December 9, 11, OR 12 |
| *Critical Thinking Paper in conjunction with persuasive oral presentation****W/CT*** | XXXXXXXX | 15 | Assigned Final Time |
| *4-year college plan****A*** | Draft of a 4-year plan for a possible major | 5 | Monday, December 8th  |

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| **Grading System:** |
|  **A** | 93-100 |  **B** | 83-86 |  **C** | 73-76 |  **D** | 63-66 |
|  **A-** | 90-92 |  **B-** | 80-82 |  **C-** | 70-72 |  **D-** | 60-62 |

**Course Outline**

***Note:******Schedule subject to change***

**Class # Date: Class Topics Readings/Assignment DUE**

1 T (Sept. 2th) Introduction and expectations; co-curricular assignment None

2 Th (Sept. 4th) Oral discussion and presentations guidelines/etiquette Reflection #1

 & Introduce Informative Oral Presentation

3 F (Sept. 5th) Campus Knowledge Day: Campus scavenger hunt Think about co-curricular activities/

 Plan for Oral Presentation

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4 M (Sept. 8th) Informative Oral Presentation (Personal Views) Oral Presentation

5 T (Sept. 9h) Introduction to Sport Psychology Reading: Pages 3 - 23

 Reflection #5 administered, discuss self-assessment

 and meeting with counselor

6 Th (Sept. 11th) Personality Reading:Pages 25 - 49

 **Thought Question: Professor**

7 F (Sept. 12th) Motivation (1) Reading:51 - 76

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8 M (Sept. 15st) Motivation (2) Reflection #2

9 T (Sept. 16nd) Arousal, Stress, and Anxiety Reading: Pages 77 - 100

10 Th (Sept. 18th) Psychological Skills Training Reading: Pages 245 – 270

11 F (Sept. 19th) Arousal Regulation Reading: Pages 271 – 293

 **Thought Questions:** **Complete “Strong Interest**

**Survey” (reflection #5)**

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12 M (Sept. 22nd) Imagery Reading: Pages 293 - 318

 Thought Questions:

13 T (Sept. 23rd) Self-Confidence Reading: Pages 319 – 339

 Have you scheduled a meeting with

 a counselor? (Reflection #5)

15 Th (Sept. 25th) Goal Setting **Reflection #3**

16 F (Sept. 26th) Concentration Reading:Pages 363 - 394

 **Thought Questions:**

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17 M (Sept. 29th) Exercise and Well-Being Reading: Pages 395 – 414

18 T (Sept. 30th) Visit with Peer Assistants Identify co-curricular activities

19 Th (Oct. 2nd) Visit with Campus Security Status of co-curricular activities?

20 F (Oct. 3rd) Exercise Behavior and Adherence Reading: Pages 415 – 446

**Thought Questions: Meet with counselor (Reflection #5)**

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**Class # Date: Class Topics Readings/Assignment DUE**

21 M (Oct. 6th) Athletic Injuries and Psychology Reading: Pages 447 – 463

 Discuss Nobel Conference, Reflection #4, Reading: 138 – 143 (*Everyday Writer)*

 and reading from *Everyday Writer*

22 T (Oct. 7th) No Class: Nobel Conference Attend Nobel and write summary

 (Reflection #4)

23 Th (Oct. 9th) Goal Setting Reading: Pages 343 – 362

 AND Nobel summary

 **(Reflection #4)**

24 F (Oct. 10th) Overview of Web Advisor To Be Announced

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25 M (Oct. 13th) Addictive and Unhealthy Behavior Reading: Pages 463 – 492

26 T (Oct. 14h) Burnout and Overtraining Reading: Pages 493 – 513

 **Thought Questions:**

27 Th (Oct. 16th) Small group discussions: Vocation/interests **Reflection #5: Personality Test/**

Mid-semester Evaluations **Exploring Majors**

28 F (Oct. 17rd) Campus Knowledge Day: Center for Vocational Reflection Interview upper-class student

 and Graduation Requirements regarding J-Term Experience

 *M (Oct 20th) No Class: Reading Days*

 *T (Oct. 21st) No Class: Reading Days*

29 Th (Oct. 23rd) Campus Knowledge Day: Academic Advising Interview upper class student re

majors/interest

30 F (Oct. 24th) Introduction to 4-year plans Status of co-curricular?

Sign up for individual meeting (Spring Registration)

31 M (Oct. 27th) Individual meetings for registration (1) 4 year plan

32 T (Oct. 28th) Individual meetings for registration (2) 4 year plan

33 Th (Oct. 30th) Children and Sport Psychology Reading: Pages 513 – 536

34 F (Oct. 31st) Leadership Reading: Pages 203 - 224

 Thought Questions:

35 M (Nov. 3rd) Introduction to Argument Paper (movie/book analysis) Status of co-curricular activities?

36 T (Nov. 4th) Communication**, Journal #5** Reading: 225 - 244

 Confirm movie/book choice with Professor Choose movie/book for Argument

 Turn in Proposal Sheet for Argument Paper Paper AND complete Proposal

 sheet

37 Th (Nov. 6th) Campus Knowledge Day: International EducationWatch movie/ read book for

 Argument Paper (by Friday, Nov. 7)

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**Class # Date: Class Topics Readings/Assignment DUE**

38 F (Nov. 7th)Discuss outlines in context of Argument Paper Watch movie/ read book for

 Argument Paper

39 M (Nov. 10th) Professor Feedback on outline Complete outline for Argument

 Paper

40 T (Nov. 11th) Professor Feedback on outline Complete outline for Argument

 Paper

41 Th (Nov. 13th) Campus Knowledge Day: Career Center Argument Paper, Rough Draft (by Monday, Nov 17)

42F (Nov. 14th)Campus Knowledge Day: Library Resource Day Argument Paper, Rough Draft

 (by Monday, Nov 17)

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43 M (Nov. 17th) To Be Announced **Argument Paper rough draft**

44 T (Nov. 18th) Professor Feedback on Argument Paper Work on Argument Paper

 (final paper due Nov 25)

45 Th (Nov. 20th)Campus Knowledge Day: Diversity Center Work on Argument Paper

 (final paper due Nov 25)

*46* F (Nov. 21st) Work day for Argument Paper (in computer lab) Work on Argument Paper (final paper due Nov 25)

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47 M (Nov. 24th) Discuss effective oral presentation and Work on Argument Paper critical thinking (final paper due Nov 25)

48 T (Nov. 25th) Introduction to Persuasive Oral Presentations Argument Paper, final draft due and Critical Thinking Paper

 *Th (Nov. 27th) No Class: Thanksgiving Break*

 *F (Nov. 28th) No Class: Thanksgiving Break*

49 M (Dec. 1st) Group/Individual work: Persuasive oral presentation Read Case study for Persuasive Oral

 Overview of Prezi, powerpoint Presentation

50 T (Dec. 2nd) Group/Individual work: Persuasive oral presentation Persuasive Oral Presentation

51 Th (Dec. 4th) Revisit 4 year plans and TBA Critical Thinking Paper

 (outline, due Friday Dec 5)

 4 year plan (due Monday, Dec 8)

52 F (Dec. 5th) Work Day: Critical Thinking Paper (outline) 4 year plan (due Monday, Dec 8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

53 M (Dec. 8th) Individual student meetings: 4-year plan revisited 4 year plan, updated **(graded)**

 End of the year evaluations Critical Thinking paper outline

54 T (Dec. 9th) Persuasive oral presentations (1) Persuasive Oral Presentations

55 Th (Dec. 11th) Persuasive oral presentations (2) Persuasive Oral Presentations

56 F (Dec. 13th) Persuasive oral presentations (3) Persuasive Oral Presentations

**NOTE: Critical Thinking paper due during assigned final time for this course**