

**University of North Texas**

**Department of Kinesiology, Health Promotion and Recreation**

**HLTH 3150, Psychology of Exercise, Spring 2026**

**Tuesday & Thursday, 2:00 PM–3:20 PM, SAGE 354**

***Instructor Information***

Jeremiah Blough, MS

Graduate Assistant – Teaching Fellow

Department of Kinesiology, Health Promotion, and Recreation

Office Location: PEB 101 (Sport & Exercise Psychophysiology Lab)

Office Hours: Tuesday & Thursday, 8:00 AM – 9:00 AM (or by appointment)

Email: [jeremiah.blough@unt.edu](mailto:jeremiah.blough@unt.edu)

***Recommended Textbook***

Lox C. L., Martin Ginis K. A., Gairforth H. L., & Petruzzello S. J. (2019). *The Psychology of Exercise: Integrating Theory and Practice* (5th ed.). Routledge.

***Welcome to UNT!***

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

***Course Description***

This course provides students with foundational knowledge of the principles, theories, and strategies used in the field of psychology as they relate to exercise behavior.

***Course Structure***

This course will be delivered in a face-to-face format, with Canvas utilized for assignment submissions and access to additional readings. Students are required to regularly check the Canvas site for course updates. Canvas will serve as a hub for descriptions of lectures, assignments, discussions, and other course materials. Thus, familiarity with the UNT Canvas system is essential for all students.

***Course Objectives***

By the end of the semester, students will be able to:

- Identify, discuss, and compare different models, theories, and research related to psychological health and exercise behaviors.
- Develop insights into the psychosocial determinants of exercise behavior.

- Understand the effects of engaging in exercise behavior on psychological development, health, and well-being.
- Acquire knowledge about procedures, designs, methods, and analytical techniques relevant to health and exercise psychology.
- Discuss and evaluate current health promotion strategies and their influence on exercise behavior change strategies and interventions.
- Apply health and exercise psychology theories to practical scenarios.

### ***Course Approach and Evaluation***

**Brief Overview:** This course will involve a variety of approaches to enhance student learning. While lecture slides will be provided, students are strongly encouraged to take detailed notes, as success in the course will depend on thorough notetaking. The course content will be guided by empirical research, with all materials discussed in class derived from scientific articles. If any concepts covered during lectures are challenging, students are encouraged to review the associated articles available on Canvas for further understanding.

**Quizzes (100 pts total):** At the end of each Thursday class, a brief quiz will be administered, consisting of **3 to 5 open-ended questions**. These questions will primarily cover content from that week's Tuesday class. Following the group presentation, quizzes will be completed within 15 minutes and will begin in Week 3. Each quiz is worth 10 points. **Please note that quizzes cannot be made up unless a documented circumstance (e.g., hospitalization) is provided in advance.**

**Writing Assignments (100 pts total):** The majority of these assignments (8 of the 10) will be a one-page (double-spaced) writing assignment due via Canvas by **11:59 PM every Thursday**. After the Thursday class, identify a concept from that week's lecture on Tuesday that you found interesting or didn't fully understand. In addition, review the related published article (posted on Canvas) to improve your understanding of that topic. Begin your assignment by specifically stating what you learned in class (e.g., "In class, we discussed XXX, and I learned why and how XXX affects YYY") and what you didn't understand (e.g., "In class, we discussed XXX, and I don't understand why AAA would influence XXX."). This part should be **1/2 page**. If everything from the lecture was entirely clear and you didn't struggle with any concepts, use the assigned article to expand your understanding. Write the remaining **1/2 page** as a summary of the new information you gained from the article. Assignments will begin in Week 3, and each assignment is worth 10 points. You are highly encouraged to follow the format and guidelines provided. A sample writing assignment is available on Canvas for reference.

The other two writing assignments will consist of a short reflection paper at the end of the semester and a Group Physical Activity Intervention Project Writing Assignment. More details for both will be posted on Canvas. Each will also be worth 10 points.

**Please note that assignments cannot be made up unless prior permission is granted by the instructor, or the absences are university-excused (e.g., hospitalization).**

**In-Class Group Presentations (100 pts total):** Each student will join a group of five (or six) and present one article during the semester. Every Thursday, one team will present a published article related to the content covered in that week's Tuesday lecture. Sample group presentation slides are available on Canvas for reference. Group presentations should include the following sections:

- 1) **Background:** Provide an overview of the article, including the study's necessity, hypotheses, and objectives. Explain the main gaps between previous literature and current research.
- 2) **Methods:** Detail participant characteristics, recruitment methods, measurement of primary variables, exercise interventions, and data analyses.
- 3) **Results:** Present the key findings of the study, including key tables and figures.
- 4) **Discussion:** Explain the mechanisms and theoretical/practical implications of the results, as well as the study's limitations, strengths, and suggestions for future research.
- 5) **Take Home Messages:** Summarize the main points and lessons learned.

Students assigned to present each week must read the article thoroughly, prepare a presentation lasting up to **30 minutes**, and lead a **Q&A session** afterward. Group members should divide the presentation evenly, with each member responsible for at least one of the five sections listed above. Students who are not presenting are required to read the article before class and actively participate in the discussion and Q&A sessions.

Group presentations will begin in Week 3. **After the orientation, students will form groups. An online, shareable document will be shared for sign-ups, with topics of selected on a first-come, first-served basis from a provided list.**

The group presentation is worth 100 points, with **80 points allocated for the presentation itself** and **20 points awarded for participation in discussions** throughout the semester. The evaluation of presentations will be based on both **instructor assessment (70 pts)** and a **peer-reviewed checklist (10 pts)**, following the rubrics provided on Canvas.

Discussion participation will be graded as follows: (1) all students will receive a baseline score of 10 points; (2) **students who ask questions or share ideas at least 5 times over the semester will earn the full 20 points**; and (3) students who participate fewer than 5 times will retain the baseline score of 10 points.

**Exams (200 pts total):** In addition to quizzes, one-page writing assignments, and presentations, there will be two exams during the semester: a **first exam** and a **second exam**. These exams will follow a similar format to the quizzes (i.e., open-ended questions) but will

also include a variety of other question types, such as multiple choice, true/false, matching, and fill-in-the-blank. Each exam is worth 100 points, for a total of 200 points. **Please note that exams cannot be made up unless prior permission is granted by the instructor, or the absences are university-excused (e.g., hospitalization).**

### *Course Requirements and Grading*

Assignment	Components	Points
Quizzes	Quizzes (10 x 10 pts)	100 points
Writing Assignments	Writing assignments (10 x 10 pts)	100 points
Presentations	In-class group presentations (100 pts)	100 points
Exams	Exam 1 (100 pts) & Exam 2 (100 pts)	200 points
<b>Total</b>		<b>500 points</b>

The total points for the course will be **500 points**. Grades will be awarded based on the following scale:

<b>A</b> = 500-450 points	<b>B</b> = 449-400 points	<b>C</b> = 399-350 points	<b>D</b> = 349-300 points	<b>F</b> = 299-0 points
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For example, if your two exam grades total 180 points, your quiz total is 100 points, your writing assignment total is 90 points, and your presentation total is 70 points, your total score would be 440 points. Since 440 points falls between 400 and 449 points, your course grade is a B.

**\*Note:** If, at any point during the semester, you are unhappy with your performance in the class, please contact the instructor immediately. Do not wait until after the last exam. There will be no opportunity to earn regular or extra credit points at the end of the semester.

### *Attendance Policy*

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](https://policy.unt.edu/policy/06-039) (<https://policy.unt.edu/policy/06-039>). If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.

It is vital that students attend class to improve understanding of course content and stay up to date with course requirements, as the course calendar is subject to change. In the event of illness, students are responsible for notifying the instructor **in advance** and for making up any missed work. All university excused absences must be accompanied by appropriate documentation. Visit the [University of North Texas' Attendance Policy](http://policy.unt.edu/policy/15-2-) (<http://policy.unt.edu/policy/15-2->) to learn more about absence policies. If a class is missed, it is advisable to contact a classmate or the instructor to review class notes, lecture materials,

and/or assignments. In the event that you are scheduled to take part in an official University function on the date of a quiz or in-person assignment deadline, please contact me in order to schedule a make-up session.

**Make-up credit** will not be available unless prior arrangements have been made with the instructor. Attendance may be checked randomly during the semester. **Any student who misses more than FOUR CLASSES FOR ANY REASON** on days when attendance is checked will receive a grade of **F** for the course.

### *Assignment Policy*

Assignment deadlines are included in a table at the end of the syllabus as well as on Canvas. All assignment instructions will be reviewed in class and formally posted on Canvas. Assignments submission will be required through Canvas and assignments should be saved as Microsoft Word Documents or PDFs unless otherwise specified. The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor via e-mail within 30 minutes of final deadline and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940-565-2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the students to resolve any issues at the earliest possible time. The instructor reserves the right to assess all student assignments Turnitin.

### *Late Assignments*

A 25% deduction per day late will be applied to all assignments that are completed after the posted due date (i.e., 1m-24h late= -25%, 24-48h late= -50%, 48-72h late= -75%, >72 hours late= 0). If you experience extenuating circumstances that may warrant an extension, please speak with the instructor **PRIOR** to the assignment deadline.

### *Classroom Etiquette*

This course involves lectures and activities in and out of class. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable, disruptive, and will not be tolerated in any instructional forum at UNT. Students are expected to be respectful to the instructor and other students.

#### Guidelines:

- Come to class prepared and ready to start on time.
- Turn cell phones off or vibrate. If your phone rings during class, please quickly and quietly silence the call. If you must take a call, then please exit the classroom and speak quietly in the hall.
- Using a laptop to take notes is allowed but use unrelated to class during lectures is not permitted (e.g., watching videos, social media, or other browsing).

Failure to follow these guidelines will result in you:

- Being asked to leave the classroom,

- Receiving a “zero” on the activity of the day, and
- Possibly being referred to the Center for Student Rights and Responsibilities to consider whether conduct violated the Code of Student Conduct (Policy 07.012).

### ***Instructor Responsibilities and Feedback***

As the instructor, I am committed to providing a safe learning environment and ensuring transparent communication regarding course expectations.

**Information about this class, including updates to the assignments, will primarily be communicated via email and/or posted as announcements on Canvas.** Please send emails to [jeremiah.blough@unt.edu](mailto:jeremiah.blough@unt.edu) instead of using the Canvas messaging system. Students are expected to write professional and thoughtful emails, which include the following: (1) a meaningful and specific subject line (e.g., HLTH 3150: Quiz 3), (2) a proper greeting (e.g., “Hello Mr. Blough,” or “Hi JB,”), and (3) a signature with your full name at the end. Please note that questions about grades or specifics regarding exam and quiz questions will **NOT** be answered via email. Writing professional emails is an important skill, so avoid using abbreviations, all lower/upper case letters, and make sure to proofread emails before sending.

If you need to speak with me, I am happy to schedule an appointment outside of office hours at a mutually convenient time. Please be punctual for scheduled meetings or office hours. Arriving more than 20 minutes late may result in the cancellation of the meeting. Also, come prepared, focused, and ready to discuss your ideas or concerns.

### ***Syllabus Change Policy***

The instructor reserves the right to amend this syllabus in Canvas as necessary.

### ***UNT Policies***

#### ***Academic Integrity Policy***

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Students found guilty run the risk of having their score changed to zero, receiving a grade of F for the course, and/or dismissal from the University. Students should be familiar with the academic dishonesty policy at UNT. Please review the student rights and responsibilities information online.

#### ***American with Disabilities Compliance***

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodation at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation.

Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

### **Academic Success Resources:**

UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to [unt.edu/success](http://unt.edu/success) and explore [unt.edu/wellness](http://unt.edu/wellness). To get all your enrollment and student financial-related questions answered, go to [scrappysays.unt.edu](http://scrappysays.unt.edu).

### **Family Educational Rights and Privacy Act (FERPA) Information**

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size and/or nature of this class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, homework assignments, roll sheets, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting only their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any assignment will be posted in a way that could result in you being identified by other students or faculty members.

### **Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### **Acceptable Student Behavior**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for students apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials [Campus Closures Policy](https://policy.unt.edu/policy/15-006) (<https://policy.unt.edu/policy/15-006>).

### **Access to Information - Eagle Connect**

Students' access points for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

### **Student Evaluation Administration Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" with the survey link. Students should look for email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

### **Survivor Advocacy**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565-2648.

## HLTH 3150 Course Syllabus

Week	Topic	Evaluation
<b>Week 1:</b> 1/13, 15	Syllabus Overview Introduction to Exercise Psychology	
<b>Week 2:</b> 1/20, 22	Physical Activity Epidemiology	
<b>Week 3:</b> 1/27, 29	Understanding Exercise Behavior I	<ul style="list-style-type: none"> <li>• <b>Quiz 1</b></li> <li>• <b>Writing Assignment 1</b> - Article for Week 3 (Olson &amp; McAuley, 2015)</li> <li>• <b>Group Presentation</b> - Jung, M., Kim, H., Ryu, S., &amp; Kang, M. (2021). Secular trends in physical activity among immigrants in the United States, 2009–2018. <i>Journal of Physical Activity and Health, 18</i>(6), 694-704.</li> <li>• <b>Group Presentation</b> - Liu, Y., &amp; Lachman, M. E. (2021). A group-based walking study to enhance physical activity among older adults: the role of social engagement. <i>Research on Aging, 43</i>(9-10), 368-377.</li> </ul>
<b>Week 4:</b> 2/3, 5	Understanding Exercise Behavior II	<ul style="list-style-type: none"> <li>• <b>Quiz 2</b></li> <li>• <b>Writing Assignment 2</b> - Article for Week 4 (Sweet et al., 2014)</li> <li>• <b>Group Presentation</b> - Fortier, M. S., Sweet, S. N., O’Sullivan, T. L., &amp; Williams, G. C. (2007). A self-determination process model of physical activity adoption in the context of a randomized controlled trial. <i>Psychology of Sport and Exercise, 8</i>(5), 741-757.</li> </ul>
<b>Week 5:</b> 2/10, 12	Developing Physical Activity Interventions I	<ul style="list-style-type: none"> <li>• <b>Quiz 3</b></li> </ul>
<b>Week 6:</b> 2/17, 19	Developing Physical Activity Interventions II	<ul style="list-style-type: none"> <li>• <b>Quiz 4</b></li> </ul>
<b>Week 7:</b> 2/24, 26	PA Intervention Group Project Presentation	<ul style="list-style-type: none"> <li>• <b>*Group Writing Assignment 3</b></li> <li>• <b>*All groups will give a presentation.</b></li> </ul>
<b>Week 8:</b> 3/3, 5	Exam 1 (March 5)	
<b>Week 9:</b> 3/10, 12	Spring Break	

<b>Week 10:</b> 3/17, 19	Personality & Exercise	<ul style="list-style-type: none"> <li>• <b>Quiz 5</b></li> <li>• <b>Writing Assignment 4</b> - Article for Week 8 (Allen &amp; Laborde, 2014)</li> <li>• <b>Group Presentation</b> - Schneider, M., &amp; Graham, D. (2009). Personality, physical fitness, and affective response to exercise among adolescents. <i>Medicine and Science in Sports and Exercise</i>, 41(4), 947.</li> </ul>
<b>Week 11:</b> 3/24, 26	Self-Perceptions & Exercise	<ul style="list-style-type: none"> <li>• <b>Quiz 6</b></li> <li>• <b>Writing Assignment 5</b> - Article for Week 10 (Salamuddin et al., 2014)</li> <li>• <b>Group Presentation</b> - Homan, K. J., &amp; Tylka, T. L. (2014). Appearance-based exercise motivation moderates the relationship between exercise frequency and positive body image. <i>Body Image</i>, 11(2), 101-108.</li> <li>• <b>Group Presentation</b> - Ginis, K. A. M., Strong, H. A., Arent, S. M., Bray, S. R., &amp; Bassett-Gunter, R. L. (2014). The effects of aerobic-versus strength-training on body image among young women with pre-existing body image concerns. <i>Body Image</i>, 11(3), 219-227.</li> </ul>
<b>Week 12:</b> 3/31, 4/2	Anxiety & Exercise	<ul style="list-style-type: none"> <li>• <b>Quiz 7</b></li> <li>• <b>Writing Assignment 6</b> - Article for Week 11 (Herring et al., 2011)</li> <li>• <b>Group Presentation</b> - Lucibello, K. M., Parker, J., &amp; Heisz, J. J. (2019). Examining a training effect on the state anxiety response to an acute bout of exercise in low and high anxious individuals. <i>Journal of Affective Disorders</i>, 247, 29-35.</li> </ul>
<b>Week 13:</b> 4/7, 9	Depression & Exercise	<ul style="list-style-type: none"> <li>• <b>Quiz 8</b></li> <li>• <b>Writing Assignment 7</b> - Article for Week 12 (Stanton &amp; Reaburn, 2014)</li> <li>• <b>Group Presentation</b> - Jung, M., Lee, S., Kang, M., &amp; Allen, H. K. (2023). Age-varying association between depression symptoms and executive function among older adults: Moderation by physical activity. <i>Journal of Psychiatric Research</i>, 165, 115-122.</li> <li>• <b>Group Presentation</b> - Murray, A., Marenus, M., Cahuas, A., Friedman, K., Ottensoser, H., Kumaravel, V., ... &amp; Chen, W. (2022). The impact of web-based physical activity interventions on depression and anxiety among college students: randomized experimental trial. <i>JMIR Formative Research</i>, 6(4), e31839.</li> </ul>
<b>Week 14:</b> 4/14, 16	Emotional Well-Being & Exercise	<ul style="list-style-type: none"> <li>• <b>Quiz 9</b></li> <li>• <b>Writing Assignment 8</b> - Article for Week 13 (Ekkekakis et al., 2008)</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Group Presentation</b> - Edwards, M. K., Rhodes, R. E., &amp; Loprinzi, P. D. (2017). A randomized control intervention investigating the effects of acute exercise on emotional regulation. <i>American Journal of Health Behavior</i>, 41(5), 534-543.</li> </ul>
<b>Week 15:</b> 4/21, 23	Health-Related Quality of Life and Exercise	<ul style="list-style-type: none"> <li>• <b>Quiz 10</b></li> <li>• <b>Writing Assignment 9</b> - Article for Week 14 (Anokye et al., 2012)</li> <li>• <b>Group Presentation</b> - Atlantis, E., Chow, C. M., Kirby, A., &amp; Singh, M. F. (2004). An effective exercise-based intervention for improving mental health and quality of life measures: a randomized controlled trial. <i>Preventive Medicine</i>, 39(2), 424-434.</li> <li>• <b>Group Presentation</b> - Mohammadi, H., Nafei, H., Baniasadi, T., &amp; Chaharbaghi, Z. (2022). Accelerometer-based physical activity and health-related quality of life in children with ADHD. <i>International Journal of Pediatrics</i>, 10(7), 16362-16369.</li> </ul>
<b>Week 16:</b> 4/28, 30	EXAM 2	
<b>Week 17:</b> 5/5, 7	Course Wrap-Up	<ul style="list-style-type: none"> <li>• <b>*Writing Assignment 10</b> <ul style="list-style-type: none"> <li>○ Reflection paper, which includes the following: <ul style="list-style-type: none"> <li>▪ What did you learn in this class? Provide specific examples or insights that were most meaningful or impactful to you.</li> <li>▪ What grade do you believe you should get in this class? Please explain your reasoning and support it with examples of your participation, effort, and achievements throughout the semester.</li> </ul> </li> </ul> </li> </ul>

**Note:** All writing assignments listed for a particular week are to be completed **by Thursday at 11:59 PM**. For example, after the class on Thursday 1/29, students should have:

- Read the paper by Olson and McAuley (2015)
- Submit a one-page writing assignment to Canvas by Thursday 1/29 at 11:59 PM

- No class 3/10 and 12 (Spring Break)
- This class schedule is subject to change at the instructor's discretion or due to university events, including cancellations caused by inclement weather.
- Writing assignments and group presentations marked with an asterisk (\*) deviate from the guidelines outlined in the Course Approach and Evaluation section. Further details will be provided as the due dates approach.

HLTH 3150, Spring 2026  
Student Information Sheet

(Please Print and bring to me by 1/20)

Name: \_\_\_\_\_

Phone:(\_\_ ) \_\_\_\_\_

Student ID: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Year in School: \_\_\_\_\_

Major: \_\_\_\_\_

Minor: \_\_\_\_\_

This certifies that I have read the syllabus and understand the requirements for this course. I agree to abide by academic honesty. As such, I verify that all work done in this class will be my own. I understand that violating the policy will result in an automatic “F” for the course and referral to the Dean of Students for disciplinary proceedings.

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_