Instructor Information
Ryan L. Olson, Ph.D.
Assistant Professor of Sport and Exercise Psychology
Department of Kinesiology, Health Promotion, and Recreation
Pronouns: he/him/his
Office Location: Physical Education Building (PEB), room 205J
Office Phone: 940.565.2545
Office Hours: Tue/Thurs 1:00 – 2:00 PM (or by appointment)
Email: Ryan.Olson@unt.edu
Class location: Canvas Online

Primary Undergraduate Textbook (optional)

Additional Suggested Resources (not required)


Note. Additional readings may be posted on Canvas throughout the semester. You will be expected to read these materials for discussions, quizzes, and exams.

Primary Topics
Part I Introduction to Sport and Exercise Psychology
Part II Learning about Participants
Part III Understanding Sport and Exercise Environments
Part IV Focusing on Group Processes
Part V Improving Performance
Part VI Enhancing Health and Well-Being
Part VII Facilitating Psychological Growth and Development
Course Description
The purpose of this course is to provide an overview of the theories and principles that influence human behavior in sport and physical activity. The American Psychological Association (Division 47) defines sport and exercise psychology as the scientific study of the psychological factors associated with participation and performance in sport, exercise, and other types of physical activity. Sport and exercise psychology practitioners focus primarily on:

1. Helping individuals use psychological principles and skills to achieve optimal mental health and to improve performance.

2. Understanding how participation in sport, exercise, and physical activity affects their psychological development, health, and well-being.

Course Objectives
1. To develop an understanding of sociological and psychological factors related to human movement and behavior in sport and physical activity.

2. To read, synthesize, and critique existing scientific literature; and to discuss the status and ramifications for future research related to sport and physical activity.

3. To become acquainted with contemporary theory, research design, methodology, and analytical techniques appropriate to sport and exercise psychology research.

4. To demonstrate an ability to incorporate sport and exercise psychology theory covered in class by completing a research project in the field.

5. To understand effective interventions and strategies for improving human performance and effectiveness in sport and physical activity.

Course Expectations
1. This course offers you the flexibility to complete your assignments when you choose; however, such a structure requires self-discipline and motivation to ensure that you do not miss important deadlines.

2. If you have special learning needs, please inform me immediately.

3. If at any point during the semester you are unhappy with your performance in this class, please contact me immediately.

4. Academic dishonesty will not be tolerated (e.g., copying, plagiarism, cheating) and will result in a failing grade for the semester.

Course Delivery
The Canvas platform will be used to enhance the delivery of course materials and content. Students must check the Canvas site regularly for course updates and become familiar with their Canvas account. Canvas will provide students with important announcements, lecture notes and quizzes, assignment information, and other important materials necessary for successful completion of this course.
Technical Support
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm
Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)

Technical Skill Requirements
Students will be required to understand how to download and upload files, send and receive emails, and navigate the Canvas online learning platform.

Communication, Interaction, and Netiquette Expectations
Due to the importance of communication in an online environment, I will expect each of you to log in to the Canvas course site at least 3 evenly spaced out times during the week. Please check the Announcements course site first, since this is where I will put the most important information. Information about this class and updates to the assignments will be posted as announcements on Canvas and sent via email to your UNT account. If you do not use your UNT account on a regular basis, then please forward your e-mail messages to an account that you check on a regular basis.

Communication online is different than that of face-to-face classes. Try to use good "netiquette" when communicating with your classmates, TAs, and instructors. Remember, through online communication we can't see your facial expression, hear you giggling, or notice your gestures. These elements of non-verbal communication occur daily through our face-to-face interactions, yet we rarely notice it until it is taken away. So, please keep this in mind when you are commenting on others' ideas/posts, giving constructive criticism on a writing project, or interacting with the class in general.

In addition, students are expected to carefully and thoughtfully write professional emails. For example, make it a point to use a meaningful and specific subject line (e.g., KINE 4000: Lecture 1 Question), a greeting (e.g., Hello Dr. Olson), and a signature with your name at the end (e.g., Best regards, John Doe). Writing professional emails is an important skill for all students so please avoid using abbreviations, all lower/upper case.
lettering, and please proofread emails before sending. Due to the large number of emails that I receive each day, please include “KINE 4000” in your subject title if you want me to receive the email sooner.

If you need to speak with me and have a conflict with office hours, I will be happy to make an appointment at a time that is convenient for us both. Please be punctual when we have a scheduled meeting or when you would like to meet with me during office hours. For example, showing up 20 minutes after a scheduled meeting/office hour may result in cancellation of the meeting. Additionally, come to meetings/office hours focused and ready to talk about your ideas and concerns.

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.

To learn more about online etiquette, please visit the following website: http://www.albion.com/netiquette/corerules.html

**Rules of Engagement**
Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis 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 will not be tolerated.

- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.

- Ask for and use the correct name and pronouns for your instructor and classmates.

- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.

- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.

- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
• Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
• Avoid using “text-talk” unless explicitly permitted by your instructor.
• Proofread and fact-check your sources.
• Keep in mind that online posts can be permanent, so think first before you type.

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.

**COVID-19 Impact on Class Performance**
While participation is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to perform in class because you are ill, or unable to complete assignments due to a related issue regarding COVID-19. It is important that you communicate with me prior to falling behind so I may make a decision about accommodating any requests you may have.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While participation is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

**Statement on Face Coverings**
While this class is being administered fully online, it is important to note that face coverings are required in all UNT facilities. Students are expected to wear face coverings when on campus. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

**Americans with Disabilities Compliance (Policy 04.015)**
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time; however, ODA notices of 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 accommodation for every semester and
must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/). The ADA policy can be reviewed online at https://policy.unt.edu/policy/04-015.

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. This policy can be reviewed online at https://policy.unt.edu/policy/16-004.

Ethical Standards and Academic Dishonesty (Policy 06.003)
Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. In the class setting, students shall follow their instructors' directions and observe all academic standards and requirements published in course syllabi and other course materials. A student is responsible for responding to an academic dishonesty report issued by an instructor or other University authority. If a student fails to respond after proper attempts at notification, the University may take appropriate academic actions in the absence of the student.

UNT policy will be followed in cases of academic dishonesty (e.g., cheating, plagiarizing, copying, etc.). Students caught cheating during an exam/quiz or plagiarizing a written assignment will be charged under the University's Code of Student Conduct. Among other punishments, students found guilty run the risk of having their score changed to a zero, receiving a grade of F for the course, and/or dismissal from the University. Students should be familiar with the Student Standards of Academic Integrity. Please review the student rights and responsibilities information online at https://policy.unt.edu/policy/06-003.

Family Educational Rights and Privacy Act (FERPA) Information (Policy 07.018)
Students have the right to expect their grades will be kept confidential. 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. The FERPA policy can be reviewed online at https://policy.unt.edu/policy/07-018.

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.

**Retention of Student Records (Policy 04.008)**
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See [UNT Policy 04.008, Records Management and Retention](https://policy.unt.edu/policy/04-008) for additional information.

**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 student conduct 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) to learn more.

**Access to Information - Eagle Connect**
Students’ access point for business and academic services at UNT is located at: [my.unt.edu](http://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](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 of the long semesters 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" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the 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) or email [spot@unt.edu](mailto:spot@unt.edu).
**Sexual Assault Prevention**
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit 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. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at 940-565-2759.

**Attendance Standards**
It is vital that students virtually attend class (i.e., check Canvas, review lecture slides, take lecture quizzes) 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. In the event that you are scheduled to take part in an official University function on the date of a quiz or an exam, please contact me in order to schedule a make-up test session.

**Course Evaluation**
Final grades will be determined based on the total number of points that you accumulate during the semester. Final letter grades will be determined using the grading scale provided below:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PERCENT (%)</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (4 @ 30 points each)</td>
<td>48</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Project 1 (1 @ 20 points)</td>
<td>8</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Project 2 (1 @ 30 points)</td>
<td>12</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Quizzes (10 @ 5 points each)</td>
<td>20</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Discussions (3 @ 10 points each)</td>
<td>12</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>100</strong></td>
<td><strong>250</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Grading Scale**
A: 89.5-100%
B: 79.5-89.4%
C: 69.5-79.4%
D: 59.5-69.4%
F: 0-59.4%

**Late Work**
Late work will not be accepted. Please adhere to all assignment due dates listed below.

**Incompletes**
Students will not be allowed to take an Incomplete due to poor planning. However, if you find you do have a legitimate reason for an Incomplete, please talk with me as soon as possible to discuss the situation. Consult the [Office of the Registrar](https:// registrar.unt.edu/grades/incompletes) to review when an Incomplete grade may be granted.

**Exams**
Five exams will be administered (30 points each) to assess your ability to synthesize the information dealt with in this course. Collectively, these exams will constitute 48% of your final grade. The exams will primarily consist of objective-type questions (e.g., multiple choice and matching) but may also contain applied questions. Four of 5 exams will count toward your final grade (120 total points). If you complete > 4 exams, your top 4 scores will be used to calculate a point total. If you complete < 4 exams, only those recorded will be used to calculate a point total and any missing exams will be scored as a 0. If you attempt to take an exam for another student who is absent, then both students will be receive a zero and points will be deducted from the final grade. All exams will cover content from materials discussed in class.

**Sample Test Questions**

1. The lowest level of moral reasoning is characterized by internal control. True or False (circle one)?

2. The general aggression model proposes that the probability of aggression increases because of personal beliefs. True or False (circle one)?

3. The positive “sandwich” approach to correcting errors involves:
   a. Positive statement, corrective feedback, positive statement
   b. Corrective feedback, positive statement, corrective feedback
   c. Positive statement, negative statement, positive statement
   d. Verbal feedback, nonverbal feedback, verbal feedback

4. Vivid imagined events produce an innervation in muscles similar to that produced by physical movements. This is an illustration of the _________________.
   a. Symbolic learning theory
b. Psychoneuromuscular theory

c. Muscular contraction theory

d. Innervation theory

**Quizzes**

Multiple quizzes will be administered and account for 20% of your final grade. As with exams, they will consist of multiple choice, matching, true/false, or short answer questions. It is your responsibility to read the materials (e.g., syllabus, chapters, lecture notes, and assignments) and prepare prior to each quiz. A total of 12 quizzes will be administered throughout the semester (5 points each). Ten of the 12 quizzes will count toward your final grade (50 total points). If you complete > 10 quizzes, your top 10 scores will be used to calculate your point total. If you complete < 10 quizzes, only those recorded will be used to calculate your point total and any missing quizzes will count as a 0. If you attempt to take a quiz for another student, then both students will receive a zero and points will be deducted from the final grade.

**Discussions**

For the purposes of understanding the topics covered in this class, it is useful to have regular class discussions on Canvas. The instructor or a designated teaching assistant (TA) will post a discussion topic on the date indicated in the syllabus. Students in the course are expected to post responses to the original post or posts of other students in the class. During the discussion process, you should treat your peers, TA, and instructor in a respectful manner. **Students who do not observe this rule will be banned from the discussion forum without notice.** Discussions will be available beginning at 6:00AM and expire at 11:59PM on the dates shown below (see tentative schedule). Each discussion forum requires a total of 3 posts. One post will be comprised of your well thought out response to the article/discussion topic. In general, an adequate response should take around 100 words. This primary response is worth 5 points. You should also have two responses to your classmate’s posts, each consisting of approximately 50 words. These reply posts are each worth 2.5 points (5 points total). Full credit of 10 points will be given to those meeting these criteria and not violating the rules of netiquette (see above). Partial credit will not be given to posts not meeting these criteria and standards.

**Projects**

Two projects will be assigned and represent 20% of your final grade.

**Project 1: Social Reinforcement Field Observation**

For Project 1, you will observe instruction of group physical activity and code instructor behavior using the Coaching Behavior Assessment System (CBAS; Smith, Smoll, & Hunt, 1977). This project consists of three parts and is worth 20 points: (a) completed CBAS form based on your observation/coding session – worth 5 points (see Instructions 1-4), (b) detailed description and evaluation of instructor’s behaviors – worth 5 points (see Instruction 5), and (c) Quiz – worth 10 points (see Instruction 6).
Instructions

1. Select a physical activity instructor (physical activity teacher, coach, fitness leader, or athletic trainer) to remotely observe in a group setting (the instructor should be working with four or more individuals during your observation period). For example, you might consider watching a filmed exercise class (e.g., spin class, Zumba, yoga, etc.) or sporting event (e.g., basketball, soccer, etc.). These do not have to be live sessions and could have occurred in the past. You will need to code coaching behaviors for at least 25 minutes.

2. Become very familiar with the CBAS before completing your observation session (i.e., use the syllabus and online module to prepare). During the session, review the categories before you attempt to code behavior. Try to get a feel for the behaviors before you begin your coding. Ensure you can clearly SEE and HEAR the instructor.

3. Use the CBAS coding sheet that is provided on Canvas (Project 1 module) to record the instructor’s behavior toward the individuals with whom she or he is working. For each behavior, place a mark next to the appropriate category.

4. After you have completed your observation session, tally the totals in each of the categories. Record each category total and the grand total. Use these totals to determine the percentages and ratios for each behavioral category. See the example posted on Canvas for additional guidance.

5. Answer the 3 questions on the back of the CBAS form. All answers should be typed under each question on a single page (≤ 250 words) in Times New Roman 12-point font with 1-inch margins (no hand-written forms will be accepted). Each response should summarize your observations by providing specific details (e.g., describe the population and activity, include specific behavior ratios/percentages and quotes, discuss thoughts on overall effectiveness of instruction).

6. Complete the 10-point online quiz (10 questions worth 1 point each) pertaining to terms and concepts related to the CBAS.

Explanation of the Behavioral Categories used on the CBAS

Make sure you become familiar with each category prior to initiating your observation. Thus, be able to recognize the behavior and immediately code it correctly. If you deliberate too long, you may lose track of other behaviors. The twelve categories are broken up into two classes: (a) reactive behaviors (items 1-8) and (b) spontaneous behaviors (items 9-12). A reactive behavior is a response to a specific behavior while a spontaneous behavior is initiated by the coach and is not a response to a discernible preceding event.

Reactive Behaviors:

1. Reinforcement – A rewarding reaction (verbal or nonverbal) to a good play or high-quality effort such as saying “good job” or “way to go”.

2. Non-reinforcement – Failure to respond to a good performance.
3. Mistake-contingent encouragement – Encouragement given to an athlete following a mistake.
4. Mistake-contingent technical instruction – Instruction or demonstration to an athlete on how to correct a mistake he/she has made.
5. Punishment – A negative reaction (verbal or nonverbal) following a mistake such as saying “what the … was that?”
6. Punitive technical instruction – Technical instruction following a mistake given in a punitive or hostile manner.
7. Ignoring mistakes – Failure to respond to an athlete’s mistake. Not responding to an athlete’s mistake can be just as harmful as punishment.
8. Keeping control – Reactions intended to restore or maintain order among team members. Coaches should be able to keep control in a positive manner.

**Spontaneous Behaviors:**
9. General technical instruction – Spontaneous instruction in the techniques and strategies of the sport (not following a mistake).
10. General encouragement – Spontaneous encouragement that does not follow a mistake.
11. Organization – Administrative behavior that sets the stage for play by assigning duties or responsibilities.
12. General communication – Interactions with athletes unrelated to the game.

**Evaluation Criteria**
This project is worth 20 points (8% of your grade) and will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>CRITERIA WEIGHT</th>
<th>POINTS</th>
<th>YOUR POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1.</strong> Social Reinforcement Field Observation Data Sheet (provide number of behaviors for each category, total number of behaviors, percentages, and ratios)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Part 2.</strong> Description and evaluation of coaching behaviors (provide detailed responses to the questions on the back of the CBAS, follow format guidelines, and ≤ 250 words total)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Part 3.</strong> Quiz on terms and concepts related to the CBAS</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
Project 1: Social Reinforcement Field Observation Data Sheet

Coaching Behavior Assessment Survey (CBAS)

1. Describe the situation, activity, age group, skill/ability level, and any other circumstances pertinent to the instructional environment.

2. What were the most frequent and least frequent behaviors you observed? Provide specific verbal prompts/quotes the coach used during your session?

3. Based on the CBAS, was the instructor effective? What would you tell the instructor about his or her feedback style?

Adapted from the Coaching Behavior Assessment System (Smith, Smoll, & Hunt, 1977)

Project 2: Journal Article Evaluation and Journal Abstract Data Sheet

Project 2 ensures that you are able to read and correctly interpret sport and exercise psychology research. It involves two parts and is worth 30 points: (a) Journal Article Evaluation Form and Journal Abstract Data Sheet – worth 20 points (see Instruction 3), and (b) Quiz – worth 10 points (see Instruction 4).

Instructions

1. Go to Canvas and navigate to the Project 2 module containing the two articles below (APA citations listed).


2. Choose one of the articles and print out the entire document. Read the journal article very carefully. *You will have to read it several times to fully understand the information.* Pay special attention to the introductory information, the rationale for the study, its purpose, the basic method used, results, the discussion of the results, and the implications. Unless you've had advanced statistical courses, the Results section may be difficult to understand, but try to understand as much as you can (e.g., read the text and look over the tables and figures). Also, remember that the article's Abstract and the Discussion section often emphasize the major findings. While reading your selected article, you will want to address the following in your Journal Abstract Data Sheet:

- Explain the purpose of the study.
- Indicate how the study was conducted (explain who the participants were and what they did).
- Discuss the primary results of the study (explain what was found).
- Discuss the implications of the study (explain how practitioners, coaches, or researchers can use the results).
- Discuss the conclusions of the study (explain what the results mean).
- Indicate the limitations of the study (indicate whether the authors acknowledge the limitations of the study and identify any additional limitations you may find).
- Provide information on possible future research directions (if you were conducting research in this area, what would be the next study you would conduct based on the outcome of this study?).

Note. Responding to these points will most likely help you complete the Journal Article Evaluation Form and the Journal Abstract Data Sheet. This will also help you prepare for the quiz.

3. Complete the Journal Article Evaluation Form AND type (no hand-written papers will be accepted) your Journal Abstract Data Sheet for one of the research articles available on Canvas (see the following pages). Be sure to include a title page. The purpose of this is to help you learn how to efficiently summarize research articles. *Your final paper should be virtually free of grammatical and spelling errors.*

4. Complete the online quiz pertaining to the article you read. To successfully answer the 10 questions on the quiz (worth 1 point each), you will need to have read (several times) and understood the article of choice.

**Evaluation Criteria**
This project is worth 30 points (12% of your grade) and will be evaluated according to the following criteria:
CRITERIA WEIGHT | POINTS | YOUR POINTS
--- | --- | ---
Part 1. Journal Abstract Data Sheet Content (e.g., use of American Psychological Association reference format [APA 6th Edition], title page purpose, methods, results, implications, limitations, and conclusion) | 5 |
Part 2. Organization, clarity and quality of writing, and format (typed using 12-point Times New Roman font, single-sided page, double-spaced lines, 1-inch by 1-inch margins, and ≤ 500 words total) | 10 |
Part 3. Your personal evaluation based on past experience (as an athlete, coach, fitness leader, spectator, or as research article reviewer) and the Journal Article Evaluation Form | 5 |
Part 4. Quiz on content from selected article | 10 |
TOTALS | 30 |

Project 2: Journal Abstract Data Sheet Format and Instructions

Project 2: Journal Abstract Data Sheet
John Doe
University of North Texas

**APA Reference Citation**
Provide the reference of the article reviewed in this space. Use the format provided in the Publication Manual of the American Psychological Association (6th Ed., p. 198).

**Annotations (e.g., Purpose, Methods, Results, and Conclusions)**
In your own words, provide a summary of the article selected for Project 2 in this space. Explain the purpose of the study. Indicate the methods used. Discuss the results, conclusions, and implications made by the authors. Also, provide the potential limitations associated with the findings.

Content, organization, clarity, quality of writing, and format are all important. Use 12-point Times Roman font, single-sided pages, double-spaced lines, and 1-inch margins. The Annotations section should be no longer than 300 words. Read the instructions and criteria listed in the syllabus.

**Personal Evaluation**
In this space, provide your personal evaluation of the article based on your past (a) sport and exercise experience or (b) experience reading and reviewing research journal articles. Describe your past experiences and then indicate your thoughts about the article. Make sure to explain your reasons for your thoughts about the article. The Personal Evaluation section should be no longer than 200 words.
# Project 2: Journal Article Evaluation Form

1 = Completely Incompetent, 2 = Poor, 3 = Mediocre, 4 = Good, 5 = Excellent

<table>
<thead>
<tr>
<th>CHARACTERISTIC</th>
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<tbody>
<tr>
<td>1. Problem is clearly stated</td>
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<td>2. Hypotheses are clearly stated</td>
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<td>3. Problem is significant</td>
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<td>4. Assumptions are clearly stated</td>
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<td>5. Limitations of the study are stated</td>
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<td>6. Important terms are defined</td>
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<td>7. Relationship of the problem to previous research is made clear</td>
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<td>8. Research design is described fully</td>
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<td>9. Research design is appropriate for the solution of the problem</td>
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<td>10. Research design is free of specific weaknesses</td>
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<td>11. Population and sample are described</td>
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<td>12. Method of sampling is appropriate</td>
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<tr>
<td>13. Data-gathering methods or procedures are described</td>
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<td>14. Methods or procedures are appropriate to the solution of the problem</td>
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<td>15. Data-gathering methods or procedures are utilized correctly</td>
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<td>16. Validity and reliability of the evidence gathered are established</td>
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<td>17. Appropriate methods are selected to analyze the data</td>
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<td>18. Methods used in analyzing the data are applied correctly</td>
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<td>19. Results of the analysis are presented clearly</td>
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<td>20. Conclusions are clearly stated</td>
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<td>21. Conclusions are substantiated by the evidence presented</td>
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<td>22. Generalizations are confined to the population from which the sample was drawn</td>
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<td>23. Article is clearly written</td>
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<td>24. Article is logically organized</td>
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<td>25. Tone of the article displays an unbiased, impartial scientific attitude</td>
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Adapted from the *Handbook in Research Evaluation* (Isaac & Michael, 1983)
**How do I get answers to my questions?**

I am here to help you achieve success in this class. Unfortunately, it is very difficult from a time perspective for me to reply to individual e-mail questions about course content. Also, there is a good chance that several of your classmates may have a similar question as you. Thus, if you have a question concerning course materials, please post these in the General Questions Forum on Canvas. This will allow all students in the course to view student replies and my responses.

**Academic Support & Student Services**

**Student Support Services**

**Mental Health**

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

**Chosen Names**

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT:

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

**Pronouns**

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can [add your pronouns to your Canvas account](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) so that they follow your name when posting to discussion boards, submitting assignments, etc.
Below is a list of additional resources regarding pronouns and their usage:

- **What are pronouns and why are they important?**
- **How do I use pronouns?**
- **How do I share my pronouns?**
- **How do I ask for another person’s pronouns?**
- **How do I correct myself or others when the wrong pronoun is used?**

**Additional Student Support Services**

- [Registrar](https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry)

**Academic Support Services**

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/)
<table>
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<th>OPEN DATE</th>
<th>TOPIC/ASSIGNMENT</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>8/24/20</td>
<td>Chapter 1: Introduction, History, &amp; Science</td>
<td>9/14/20</td>
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<td>8/24/20</td>
<td>Chapter 2: Personality</td>
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<td>8/24/20</td>
<td>Chapter 3: Motivation</td>
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<td>9/15/20</td>
<td>Chapter 4: Arousal, Stress, &amp; Anxiety</td>
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<td>9/15/20</td>
<td>Chapter 6: Feedback, Reinforcement, &amp; Intrinsic Motivation</td>
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<td>Chapter 7: Group &amp; Team Dynamics</td>
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<td>Chapter 9: Coaching &amp; Leadership</td>
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<td>Chapter 10: Communication</td>
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<td>Chapter 11: Psychological Skills Training</td>
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<td>Chapter 13: Imagery</td>
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<td>Chapter 14: Self-Confidence</td>
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<td>11/17/20</td>
<td>Chapter 16: Concentration</td>
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<td>Discussion 1</td>
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<td>9/28/20</td>
<td>Discussion 2</td>
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<td>Discussion 3</td>
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<td>Exam 5</td>
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*** This schedule is tentative and will more than likely change throughout the semester. It is your responsibility to adhere to any changes. ***