

**Graduation Composition and Communication Requirement (GCCR)  
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

**I. General Information:**

College:	<u>Education</u>	Department (Full name):	<u>Kinesiology and Health Promotion</u>
Major Name (full name please):	<u>Kinesiology non-certificate option (exercise science) Kinesiology teacher certification (physical education)</u>	Degree Title:	<u>bachelor of science (B.S.)</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>		
Contact Person:	<u>Lindsay Kipp</u>	Phone:	<u>859-257-3632</u> Email: <u>lindsay.kipp@uky.edu</u>

**II. Parameters of the Graduation Composition and Communication Requirement (GCCR):**

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment or a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral or visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

***“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”***

**III. GCCR Information for this Program (by requirement):**

<b>A. List the courses currently used to fulfill the old Graduation Writing Requirement:</b>
<u>I believe students took a course of their choice in a different department to fulfill this requirement.</u>
<b>B. GCCR Program Outcomes and brief description:</b>
1. <u>Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition &amp; Communication and the GCCR requirement. These are program outcomes, not course outcomes. Please specify the program-level SLOs for C&amp;C in your program:</u>
<u>1. Students will be able to clearly and concisely articulate their views verbally and in writing regarding sport, exercise, and health.</u>
<u>2. Through writing, students will be able to reflect on and apply sport, exercise, and health concepts to their personal experiences and their future career.</u>
2. <u>Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:</u>

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KHP 300 will develop your ability to write and communicate about sport, exercise, and health concepts.

**C. Delivery and Content:**

1. **Delivery specification:** for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): \_

2. **Basic Course Information:** Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

**Course #1:** Dept. prefix, number, and course title: KHP 300 Psychology and Sociology of Sport and Physical Education

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? required
- shared or cross-listed course? no
- projected enrollment per semester: 3-5 sections of 30 students each

**Course #2 (if applicable):** Dept. prefix, number, and course title: \_\_\_\_\_

- new or existing course? \_\_\_\_\_ (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? \_\_\_\_\_
- shared or cross-listed course? \_\_\_\_\_
- projected enrollment per semester: \_\_\_\_\_

**Course #3 (if applicable):** Dept. prefix, number, and course title: \_\_\_\_\_

- new or existing course? \_\_\_\_\_ (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? \_\_\_\_\_
- shared or cross-listed course? \_\_\_\_\_
- projected enrollment per semester: \_\_\_\_\_

3. **Shared courses:** If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**  
\_\_\_\_\_
- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.  
\_\_\_\_\_
- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).  
**Date of agreement:** \_\_\_\_\_

4. **Syllabi:** Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are highlighted in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing

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- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
  - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

**5. Instructional plan:** Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

The GCCR requirement for Kinesiology and Health Promotion majors will be obtained through KHP 300, Psychology and Sociology of Sport and Physical Education. Students typically take this required course as a junior or senior. By this time in their program, students should be able to clearly and concisely articulate their views about sport, exercise, and health concepts.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

The GCCR requirements will be met by two 5-page papers that incorporate theory, research, current issues, and application; six 1-page reflection papers; and a presentation of the final paper. At least one 5-page paper will involve a peer revision activity. Throught these assignments, students will learn how to clearly and concisely articulate their views related to kinesiology and health promotion.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

For at least one paper, students will bring a draft to class, be paired with a partner, and complete a peer response activity. The activity involves reading the partner's paper, commenting on 3 important revisions that are needed, and discussing feedback with their partner. Students then turn in a final paper a week later.

- other information helpful for reviewing the proposal:

\_\_\_\_\_

**D. Assessment:**

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

Our department will assess assess the course on a regular basis as requested by the GCCR committee and in line with departmental program learning outcome assessment.

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):  
GCCR committee and KHP curriculum committee

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

n/a

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**Signature Routing Log**

**General Information:**

GCCR Proposal Name (course prefix & number, program major & degree):	KHP 300, Kinesiology and Health Promotion degrees
Contact Person Name:	Lindsay Kipp
Phone:	257-3632
Email:	lindsay.kipp@uky.edu

**Instructions:**

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

**Internal College Reviews and Course Sharing and Cross-listing Reviews:**

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	12/11/14	Melody Noland / 257-5826 / mnola01@email.uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	12/11/14	Mary John O'Hair / 257-2813 / mjohair@uky.edu
		/ /

**Administrative Reviews:**

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval <sup>1</sup>
GCCR Advisory Committee	12/11/2014	12/01/2014 provisional review & approval pending minor clarifications; received 12/11/2014.

**Comments:**

Minor revisions requested for writing assignment length, presentation requirements, and feedback requirements. Revisions made 12/11/2014.
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<sup>1</sup> Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

UNIVERSITY OF KENTUCKY  
COLLEGE OF EDUCATION  
DEPARTMENT OF KINESIOLOGY AND HEALTH PROMOTION

**KHP 300 PSYCHOLOGY AND SOCIOLOGY OF SPORT AND PHYSICAL EDUCATION**

<b>Term/Section</b>	Fall 2014 / Section 3
<b>Class Days, Time, and Meeting Location</b>	MW 4:00—5:15pm, Seaton 206
<b>Instructor Information</b>	Lindsay E. Kipp, Ph.D. Office: Seaton 114 Phone: 859-257-3632 Email: <a href="mailto:lindsay.kipp@uky.edu">lindsay.kipp@uky.edu</a> Office Hours: TR 11:00am—1:00pm or by appointment
<b>Preferred Contact Method and Anticipated Response Time</b>	E-mail is the best way to contact me. I will respond within 24 hours (not including weekends). Please plan ahead if you have questions regarding assignments or exams.
<b>Technological Requirements</b>	Students will need a computer with internet access or access to UK computer facilities and a printer.
<b>For Technological Assistance</b>	Contact TASC at <a href="http://www.uky.edu/TASC">http://www.uky.edu/TASC</a> or call 859.257.8272 Contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
<b>Technical Complaints</b>	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
<b>Face-to-Face Librarian</b>	Brad Carrington, Education Librarian <a href="mailto:brad.carrington@uky.edu">brad.carrington@uky.edu</a> 859.257.7977
<b>Face-to-Face Interlibrary Loan Service</b>	<a href="http://libguides.uky.edu/educ">http://libguides.uky.edu/educ</a>

**Course Description**

KHP 300 is a survey course in the social science foundation of sport. It includes the study of the sociological and psychological concepts that are relevant in understanding physical activity in this country and the world. After the successful completion of this course, the student should be able to define, discuss, and identify the basic social and psychological factors that are related to the pursuit of movement through sport.

This course provides full Graduation Composition and Communication Requirement (GCCR) credit for majors within the Department of Kinesiology and Health Promotion. Students will write and revise papers totaling at least 4500 words. An average of C or better is required on GCCR assignments for GCCR

credit. To receive GCCR credit, students must complete this course after their freshman year (after 30 credit hours are obtained).

### **UK College of Education Professional Themes**

This course will address the four themes of the conceptual framework for the UK professional education unit: *research*, *reflection*, *learning*, and *leading*. Students will be given the opportunity to review, analyze, and apply *research* from diverse perspectives, including theoretical and practical, in order to evaluate new knowledge and draw conclusions about current trends in psychology and sociology of physical activity. *Reflection* will be integrated into students' learning opportunities through written assignments to help students develop analytical skills and self-regulated learning that comprise critical reflection on one's own professional behaviors. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as physical activity educators who will be active in *leading* others in their profession, classroom, or community. The ultimate goal in addressing these four themes is to produce leaders who work together to improve learning among diverse populations and improve others' health and well-being in Kentucky and beyond.

### **Student Learning Outcomes**

1. Understand how social and psychological factors influence participation and performance in physical activity.
2. Understand how physical activity participation influences society and participants' psychological factors.
3. Understand how to examine a topic from social and psychological perspectives.
4. Develop critical thinking and writing skills by receiving and internalizing constructive written feedback, analyzing and clearly articulating ideas, and integrating **theory, research, and practice**.
5. Successfully apply sociological and psychological principles to practical situations in physical activity settings (e.g., coaching, teaching, rehabilitation).

### **Textbook and Readings**

1. **Required text:** Weinberg, R. S., & Gould, D. (2011). *Foundations of sport and exercise psychology (5<sup>th</sup> ed.)*. Champaign, IL: Human Kinetics. [Electronic version may be available through the publisher at [www.humankinetics.com](http://www.humankinetics.com)]
2. **Supplemental readings** include several items accessible through the course Blackboard site.
  - Due to copyright restrictions, you should not share these readings with anyone not enrolled in the course. Password protection in Blackboard creates a secure environment for access to copyrighted works that allows University Libraries to make materials available to students under the provisions of fair use. Limiting access to only those students registered for a class helps assure that materials are used only for educational purposes and minimizes any impact on the market for the original work. This restriction is essential to a good faith assertion of fair use in electronic reserves service.  
([http://libraries.uky.edu/page.php?lweb\\_id=537&ltab\\_id=1034](http://libraries.uky.edu/page.php?lweb_id=537&ltab_id=1034))

### **Class Resources**

#### **Blackboard class website**

Class materials will be placed on Blackboard. Students are responsible for logging onto the class site to read announcements and download course materials (e.g., assignment instructions, lecture notes, readings).

**Course Delivery**

This course is designed as a face-to-face course.

**Senate Bill 1 Initiatives**

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

**Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**University and Class Policies****A. Excused Absences:**

Students need to notify the professor of excused absences prior to class when possible. Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy. The rationale for this rule is that people who miss more than 20% are not receiving the content of the course.

**B. Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**C. Late Policy and Make-up Work:**

**All assignments are due at the beginning of class** on date listed in the course outline or as announced in class. **Late assignments will not be given full credit.** If you foresee a problem with your schedule, you are encouraged to turn in your assignment ahead of the assigned date or speak with or e-mail me ahead of time if extenuating circumstances arise. Please note that **I do not accept assignments as e-mail attachments** so hard copies of all assignments must be turned in. If you do not turn in your assignment on time, you may choose to turn it in late for partial credit. Each weekday that an assignment is late will result in a **10% reduction in grade**. On the 5<sup>th</sup> day an assignment is late, the maximum grade a student can receive is a 50%. On the 10<sup>th</sup> day an

assignment is late, the student will receive a zero for that assignment.

Exams and assignments can only be made up in the event of unavoidable or legitimate circumstances. Such circumstances include, but are not limited to, verified illness, participation in intercollegiate athletic events or other group activities sponsored by the University, jury duty, military service, and religious observances. **You must provide documentation to verify the reason for the absence.** Students should let me know of any conflicts as far in advance as possible so that we can schedule a make-up exam or additional make-up assignments. Participation points cannot be made up.

**\*\*\*Note: a technology malfunction is NOT a valid excuse for late work or missing assignments. Plan ahead for required technology, start assignments early in case there are issues, do not wait until the last minute to submit assignments, and save your work often. Students are expected to take responsibility to resolve and avoid technology issues.**

#### **D. Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas



which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**E. Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**F. Participation and Professionalism:**

Students are expected to demonstrate both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include (1) communicating appropriately and effectively, (2) demonstrating constructive attitudes, (3) demonstrating the ability to conceptualize key content, (4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and (5) demonstrating a commitment to professional ethics and behavior.

**G. Diversity and Ethics:**

Every class is influenced by the fact that students come from diverse ethnic and cultural backgrounds and hold different values. A key to optimal learning and successful teaching is to hear, analyze, and draw from diverse views. Across course topics, the instructor encourages respectful, active, and lively dialogue.

This course and its participants will not tolerate discrimination, violence, or vandalism. Kinesiology and Health Promotion is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements as students and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct.

**H. Grading Grievances:**

Students with a grade dispute must present their argument or discussion **within 48 hours of the posting of the grades** (this includes the final grade for the course). Please see me in person.

**Student Workload Statement: Hour-Credit Ratio**

One credit is equivalent to an average of three hours of learning effort per week (over a 16-week semester) necessary for a University of Kentucky undergraduate student to achieve an average grade.

Since this is a three-credit course that meets for three hours per week, **students should expect to spend on average an additional 6 hours per week on coursework outside the classroom.**

### Class Expectations

1. Students and the instructor should be **on time, prepared, engaged, and respectful** during class. Please silence your electronic devices and don't text, play games, work on other assignments, or read news or social media during class.
2. Students should **complete assigned readings & assignments *prior to class*** to provide a knowledge base needed for discussion, participation, and greater understanding of lecture material.
3. Everyone has a responsibility to actively participate and contribute to the class. Active contributions enhance individual and classroom intellectual development as well as create a positive, optimal learning environment. Therefore, I encourage every student to share your questions, unique perspectives, and personal experiences with the class to foster learning.
  - As an instructor, part of my responsibility is to create opportunities for engaging, interactive class sessions. I will use several strategies to facilitate this process, including asking questions during lecture, showing relevant video clips, using real-world, practical examples to explain concepts, and designating time for discussion and reflection.
  - Interactive lectures are a two-way street. Students should be ready to answer questions, take notes in your own words, participate in small- and large-group discussions (e.g., write-pair-share), and participate in in-class writing activities.
4. Electronic devices may be used to view class powerpoints only. The classroom is a great place to practice your ability to focus. In today's society, it is difficult for people to focus one task without getting distracted, but this is an important skill that's needed to be a productive, successful professional. It is expected that you will take your own notes to add to what's already posted (add your own explanations and examples to jog your memory later).

### Course Evaluation

#### **Participation (15 points)**

Attendance and participation from students is essential to an effective learning climate. Accordingly, each student is expected to be present in class and prepared to contribute. You will be graded on your participation throughout the semester, which includes (but is not limited to): daily attendance, preparing assigned readings/tasks in advance, engaging in class discussions, completing in-class writing activities, and being actively involved in small groups.

#### **One-page Reflection Papers (6 @ 5 points each)**

Throughout the course, students will type six 1-page reflection papers about a given class topic **300 words each, total 1800 words**. The purpose is to reflect on class concepts and apply them to personal experience. For example, "reflect on your youth sport experience. What behaviors did your coaches engage in that affected your life skill learning and motivation? What behaviors did your parents engage in that affected your self-perceptions, motivation, and participation in sport?"

#### **Sport Movie Paper (SMP) (50 points)**

For this assignment, you will choose an inspirational sport movie to watch (e.g., Rudy, Remember the Titans, The Blind Side, etc.). Then, use critical thinking and writing skills to explain class concepts and theories using examples from the movie. You will provide and receive peer feedback, be given time for

revisions, and turn in a 4–5-page paper (1500 words minimum total). Additional details for this assignment will be posted on Blackboard.

**[Instructor will choose one of the two following options]**

**Sociology Issue Paper (50 points)**

For this assignment, you will choose an issue related to sociology of sport (e.g., should athletes get paid; should athletes get drug tested, should sports be co-ed, etc.). Then, use critical thinking and writing skills to defend your position (use your textbook and outside sources). You will turn in a 5–6-page paper (1800 words minimum total). Additional details for this assignment will be posted on Blackboard.

**OR**

**Theory-Research-Practice Paper (TRPP) (50 points)**

The purpose of this paper is to reflect upon the knowledge you gained in the area of psychology/sociology of physical activity. You will use critical thinking and writing skills to integrate this knowledge with practice applicable to your future career. You will turn in a 5–6-page final paper (1800 words minimum total). Additional details for this assignment will be posted on Blackboard.

**Total assessed writing assignment minimum: 4500 words, 5100 words average.**

**[Instructor will choose one of the two following options]**

**Individual “5 in 5” Presentation (10 points)**

Each student will give a 5-slide powerpoint presentation lasting exactly 5 minutes. This style of presentation requires you to synthesize your information and give a concise “to the point” presentation on a given topic. The challenge of this assignment will be to give an in-depth presentation in such a short time period while still providing your classmates with key content. Thus, significant preparation and rehearsal is advantageous. Students must practice their presentation at least two times, based on peer feedback/critiques. While not all presentations will take place on the same day, presentation materials (slides, handouts, etc.) will be due on the same day for each student. Additional details for this assignment will be posted on Blackboard.

**OR**

**Group Presentation of TRPP (10 points)**

You will be assigned to a small group of 4 students with similar career interests. As a group, you will synthesize information from your TRPP papers and present your collaborative efforts to the class in a 20-minute presentation (each student must talk for 5 minutes). Students must practice their presentation at least two times based on peer feedback/critiques. Additional details for this assignment will be posted on Blackboard.

**Exams (3 @ 30 points each)**

There will be three exams, each covering one third of class material. Although the final exam is not cumulative, topics build upon each other throughout the semester. Thus, a thorough understanding of concepts along the way will be advantageous for the final exam. Exams will include short answer and multiple-choice questions.

Assignment	Points Possible
Participation	15
Reflection Papers	30
Sport Movie Paper (SMP)	50
[Second paper]	50
Presentation	10
Exam 1	30
Exam 2	30
Exam 3	30
<b>Total</b>	<b>245</b>

### Grading Criteria

% Earned	Letter Grade	Description
90-100	A	Achievement that is outstanding relative to the level necessary to meet course requirements.
80-89	B	Achievement that is significantly above the level necessary to meet course requirements.
70-79	C	Achievement that meets the course requirements in every respect.
60-69	D	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
Below 60	E	Signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an "I"
Incomplete	I	Assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization), a student is prevented from completing the work of the course on time. <i>Requires a written agreement between instructor and student by the end of the current term.</i>

Note: Each assignment has specific requirements that need to be met to be considered complete. **If you do not meet the criteria listed (e.g., page length, peer-reviewed articles), you will receive a D or E for that assignment.** If you have any questions about the assignment requirements, please ask.

### Supplemental Readings

Bianco, T. (2001). Social support and recovery from sport injury: Elite skiers share their experiences. *Research Quarterly for Exercise and Sport*, 72, 376-388.

Dunn, A. L., Trivedi, M. H., Kampert, J. B., Clark, C. G., & Chambliss, H. O. (2005). Exercise treatment for depression: Efficacy and dose response. *American Journal of Preventive Medicine*, 28, 1-8.

Gill, D. L., & Kamphoff, C. S. (2009). Cultural diversity in applied sport psychology. In R. J. Schinke & S. J. Hanrahan (Eds.), *Cultural sport psychology* (pp. 45-56). Champaign, IL: Human Kinetics.

Hartmann, D. (2006). Bound by blackness or above it? Michael Jordan and the paradoxes of post-civil rights American race relations. In D. K. Wiggins (Ed.), *Out of the shadows: A biographical history of African American athletes* (pp. 163-179). Fayetteville, AR: University of Arkansas Press.

Lox, C. L., Martin Ginis, K. A., & Petruzzello, S. J. (2010). Self-concept, self-esteem, and exercise. In *The psychology of exercise: Integrating theory and practice* (3<sup>rd</sup> ed., pp. 204-225). Scottsdale, AZ: Holcomb Hathaway Publishers.

Messner, M. (2011). Gender ideologies, youth sports, and the production of soft essentialism. *Sociology of Sport Journal*, 28, 151-170.

Schultz, J. (2010). A rivalry for the ages: Tennessee-UConn women's basketball. In D.K. Wiggins & R.P. Rodgers (Eds.), *Rivals: Legendary matchups that made sports history* (pp. 212-237). Fayetteville: The University of Arkansas Press.

## Course Outline and Calendar

Week	Day/Date	Topic	Reading	Assignment
1	W 8/27	Course overview; Introduction to Psychology and Sociology of PA	W&G, Ch. 1	
2	M 9/1	<b>LABOR DAY: NO CLASS</b>		
	W 9/3	Introduction to Psychological Skills Training	W&G, Ch. 11	KC#1 open
3	M 9/8	Self-Perceptions: Self-Efficacy Theory	W&G, Ch. 14	
	W 9/10	Self-Perceptions: Self-Fulfilling Prophecy Theory	W&G, Ch. 14	
4	M 9/15	Self-Perceptions: Model of Self-Concept Motivation: Interactional View	Lox et al. (2010) W&G, Ch. 3	
	W 9/17	Motivation: Achievement Goal Theory	W&G, Ch. 3	KC#2 open
5	M 9/22	Motivation: Self-Determination Theory	W&G, pp. 138-148	
	W 9/24	<b>Exam 1</b>		<b>Exam 1</b>
6	M 9/29	Feedback and Reinforcement	W&G, Ch. 6 and pp. 203-212	<i>SMP assigned</i>
	W 10/1	APA and academic writing		
7	M 10/6	Arousal, Stress, and Anxiety; Burnout	W&G, Ch. 4; W&G, Ch. 21	
	W 10/8	<b>Peer Response Activity</b>		<b>SMP: draft due</b> KC#3 open
8	M 10/13	Psychology of Injury	<b>Read Bianco (2001);</b> W&G, Ch. 19	
	W 10/15	Children and Physical Activity	W&G, Ch. 22	<b>SMP: final paper due</b>
9	M 10/20	Psychological Well-being	W&G, Ch. 17; <b>Read Dunn et al. (2005)</b>	
	W 10/22	Physical Activity Adherence	W&G, Ch. 18	KC#4 open
10	M 10/27	Physical Activity Adherence		
	W 10/29	<b>Exam 2</b>		<b>Exam 2</b>
11	M 11/3	Group Dynamics and Cohesion	W&G, Ch. 7-8	<i>TRPP assigned</i>
	W 11/5	Character and Moral Development	W&G, Ch. 24	KC#5 open
12	M 11/10	Addictive and Unhealthy Behaviors	W&G, Ch. 20	
	W 11/12	Diverse Populations in Physical Activity	<b>Read Gill &amp; Kamphoff (2009)</b>	
13	M 11/17	<b>Peer Response Activity</b>		<b>TRPP: draft due</b>
	W 11/19	Gender and Sport	<b>Read Messner (2011)</b>	KC#6 open
14	M 11/24	Meet with presentation group and discuss peer feedback for presentations Gender and Sport (video)		<b>TRPP: final paper due</b>
	W 11/26	<b>THANKSGIVING BREAK: NO CLASS</b>		
15	M 12/1	<b>Group Presentations [or 5 in 5]</b>		
	W 12/3	<b>Group Presentations [or 5 in 5]</b>		
16	M 12/8	Race and Sport	<b>Read Hartmann (2006)</b>	
	W 12/10	Media and Sport	<b>Read Schultz (2010)</b>	
	R 12/17	<b>Exam 3: Thursday, Dec. 18<sup>th</sup>, 1:00pm</b>		<b>Exam 3</b>

Note: **W&G** refers to the Weinberg & Gould textbook; **KC's** are the online knowledge checks (quizzes). Changes may be made to readings and due dates based on how we progress as a class.

**Physical Education Initial Preparation Program: Standards Alignment**

KHP 300 Psychology and Sociology of Sport and Physical Education

<b>NASPE, EPSB &amp; COE Technology Standards; COE Skills &amp; Dispositions; EPSB Themes; &amp; KERA Initiatives</b>	<b>Addressed in Course</b>
<b>National Association for Sport and Physical Educators' Standards for Entry Level Physical Educators</b>	
Standard 1: Content Knowledge	*
Standard 2: Growth and Development	*
Standard 3: Diverse Students	*
Standard 4: Management and Motivation	*
Standard 5: Communication	*
Standard 6: Planning and Instruction	
Standard 7: Student Assessment	
Standard 8: Reflection	*
Standard 9: Technology	*
Standard 10: Collaboration	
<b>Kentucky Teacher Standards</b>	
Standard 1: Demonstrates Applied Content Knowledge	*
Standard 2: Designs and Plans Instruction	
Standard 3: Creates and Maintains Learning Climates	*
Standard 4: Implements and Manages Instruction	
Standard 5: Assesses and Communicates Learning Results	*
Standard 6: Demonstrates Implementation of Technology	*
Standard 7: Reflects and Evaluates Teaching and Learning	*
Standard 8: Collaborates with Colleagues, Parents, and Others	*
Standard 9: Engages in Professional Development	
Standard 10: Provides Leadership within School, Community, Profession	
<b>UK Educator Preparation Unit Technology Standards</b>	
Standard 1: Candidates integrate media and technology into instruction	*
Standard 2: Candidates utilize multiple technology applications to support student learning.	*
Standard 3: Candidates select appropriate technology to enhance instruction.	*
Standard 4: Candidates integrate student use of technology into instruction.	
Standard 5: Candidates address special learning needs through technology.	
Standard 6: Candidates promote ethical and legal use of technology disciplines.	
<b>Functional Skills and Disposition (FSD) of UK Educator Preparation Unit</b>	
FSD 1: Candidates communicate appropriately and effectively.	*
FSD 2: Candidates demonstrate constructive attitudes	*
FSD 3: Candidates demonstrate ability to conceptualize key subject matter, ideas and relationships	*
FSD 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	*
FSD 5: Candidates demonstrate a commitment to professional ethics and behavior.	*
<b>Educational Professional Standards Board (EPSB) Themes</b>	
Diversity	*
Assessment	
Literacy Education	
Closing the Achievement Gap	
<b>Kentucky Education Reform Act (KERA) Initiatives</b>	
KERA Goals and Academic Expectations	*
Program of Studies	*
Core Content for Assessment	*