

**EASTERN ILLINOIS UNIVERSITY**  
**College of Education and Professional Studies**  
**Kinesiology and Sports Studies Department**  
**KSS 4326 – Psychosocial Aspects of Sport**

**INSTRUCTOR:** Tyler Masters, Ph.D.                      **OFFICE:** 2220 Lantz  
**OFFICE HOURS:** M/W 10:00-11:30am T/R 9:00-10:30 a.m. \* By appointment  
**TELEPHONE:** 581-8580                      **EMAIL:** tjmasters@eiu.edu

**D2L:** All relevant course information will be available through D2L. If you have not accessed D2L before, go to the EIU homepage and click on the D2L link. Instructions are given for accessing and using your password and username on the D2L page.

**TEXTBOOK:** Jowett, S., & Lavallee, D. (2007). *Social Psychology in Sport*. Champaign, IL: Human Kinetics.

Other Potential Readings:

Weinberg, R.S., & Gould, D. (2007). *Foundations of sport and exercise psychology* (4th ed.). Champaign, IL: Human Kinetics.

Williams, J.M. (2010). *Applied sport psychology: Personal growth to peak performance* (6th ed.). New York, NY: McGraw Hill

**COURSE DESCRIPTION:** This course will analyze current trends in sport and physical activity organizations from a psychological and sociological perspective. Topics will be addressed from each perspective and emphasis will be placed on understanding issues from both an individual as well as an organizational perspective.

**COURSE OBJECTIVES:** Throughout the duration of this course, the student will:

- Outline the influence of select psychological variables on physical activity and athletic performance.
- Analyze how individual and organizational issues interact to influence participation in sport.
- Evaluate current trends and the role of power at all levels of sport.
- Evaluate the development of sport expertise and socialization through various factors.
- Integrate psychological and sociological theories in the analysis relevant issues (i.e., aggression/violence, youth sport, motivation, performance enhancing drug use) in sport.
- Develop an awareness of how sport participation impacts the lives of individuals.

<b>METHOD OF EVALUATION:</b>	Exams (3):	300 points	A = 90.0-100.0%
	Assignments (2):	150 points	B = 80.0-89.9%
	Student Engagement:	<u>50 points</u>	C = 70.0-79.9%
	Attendance		D = 60.0-69.9%
	Total Points:	500 points	F ≤ 59.9%

**\*Cell Phones in class ± 10 points**

**\*\*\*\*\* No late assignments will be accepted\*\*\*\*\***

**STUDENT SUCCESS:**

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302. As an educator it is my job to provide you with information and to assist in the development of your ability to assess and apply the information from this class. My job is to open the door, but you as students have to walk through it. It is your responsibility to take the initiative to research, read, study, plan, prepare, think critically, and to ask for help if needed. I am more than willing to help you, but you must ask for assistance or guidance prior to assignment due dates and before the end of the semester! Together, as a class, we can be successful.

**EXAMS:**

There will be three exams covering the readings and lectures. All exams will be given in class.

**NOTE:**

If you have any special needs as addressed by the Americans Disability Act and need course materials in an alternative manner, notify me immediately. Reasonable efforts will be made to accommodate your needs.

**ATTENDANCE AND PARTICIPATION POLICY:**

Attendance is required for successful completion of the course. Attendance will be taken at the beginning of each class. If you arrive late it is your responsibility to check with me at the end of class to make sure that you are marked as present. Continually arriving late and leaving early is disruptive and disrespectful to your classmates and the professor. If this behavior continues it will affect your grade- if you have a scheduling problem it is your responsibility to see me immediately.

**Absences** . You are allowed **THREE** absences (**i.e., MENTAL HEALTH DAYS**©) during the semester without a grade penalty. For each absence beyond the third you will lose 5%/25pts of your grade.

**Late work** will **NOT** be accepted unless there is a University Approved Excuse with appropriate documentation and/or arrangements have been made with me **prior** to class.

**Missed material and deadlines**. It is the responsibility of the student to contact fellow students regarding material missed and to catch up prior to our next class. You will need to keep up with

class material and discussions to be successful with assignments. Students must ensure that all assignments are received by their deadlines. Do not email me and ask “Did I miss anything?”- I will not be writing a class summary.

### **ACADEMIC CONDUCT**

All phones should be turned off unless prior arrangements have been made. Students are required to behave appropriately during class. Students who do not behave appropriately during class (e.g., talking to other students, texting, using IM, having Facebook open, reading newspapers, not respecting others) will be asked to stop, may have the device taken from them, and/or be asked to leave the room. If the behavior continues the student will be asked to leave and an absence will be recorded. Continued poor conduct will result in failing the course. In addition, all communication via phone, email, or in class with the professor and/or class mates should be professional and respectful.

### **ACADEMIC HONESTY (ZERO TOLERANCE):**

Academic dishonesty will not be tolerated. Academic dishonesty includes plagiarism (e.g., using any part of another student or person’s work and claiming it is your own/not correctly referencing material, using another person’s ideas, or sharing papers), cheating on a test (e.g., using notes, looking at another’s work), and/or lying (e.g., saying you completed the paper in time when you did not, not being truthful if confronted about any dishonest act).

Students (all parties involved i.e. the paper copier and the lender of the paper) suspected of academic dishonesty will be immediately and directly referred to necessary parties for investigation as noted in the University's Code of Student Conduct. All parties will immediately earn a zero on the assignment in question. Students found guilty run the risk of being formally charged, receiving a grade of F for the course, and/or dismissal from the University.

### **OFFICE OF DISABILITY SERVICES (ODS) STATEMENT FOR PERSONS WITH DISABILITIES:**

In conjunction with the overall mission of Eastern Illinois University, the Office of Disability Services (ODS) is committed to facilitating the provision of equal access and opportunity to all campus programs and services for students with disabilities. Through collaboration and support of the entire campus community, ODS promotes universally accessible design principles, so that everyone has access to university life.

**This course outline is subject to change but will be discussed with the students.**

## COURSE OUTLINE

<u>Week One</u>	<u>Course Introduction</u> Syllabus, introduction to course Chapter 1: Understanding the Coach-Athlete Relationship (p. 4-7,13)
<u>Week Two</u>	<u>Relationships in Sport</u> Chapter 3: Interpersonal Communication and Conflict in the Coach Athlete Relationship Chapter 4: Youth Peer Relationships in Sport Outside Reading: Coach/Parent/Athlete Relationship (Williams Ch10)
<u>Week Three</u>	Jan. 21 <sup>st</sup> MLK's Birthday (No class) <u>Group Leadership</u> Coach Leadership/Self Fulfilling Prophecy (Williams Ch5) Group/Athlete leadership Outside Reading: Leadership (W&G Ch9; Williams Ch. 6)
<u>Week Four</u>	<u>Socialization into Sport</u> Outside Reading: Socialization and professionalization of Youth Sport Character Development/Children in Sport (W&G Ch22&24)
<u>Week Five</u>	<u>Social Support in Sport</u> Chapter 16: Influence of Social Support on Athletes <b>Exam #1</b>
<u>Week Six</u>	<u>Motivational Climate in Sport</u> Chapter 9: Coach-Created Motivational Climate Outside Readings: Motivation (W&G Ch3)
<u>Week Seven</u>	<u>Motivational Climate in Sport</u> Chapter 10: Parent-Created Motivational Climate Chapter 11: Peer-Created Motivational Climate Exam #1
<u>Week Eight</u>	<u>Group Dynamics</u> Chapter 7: Team Cohesion and nature of group composition Outside Reading: Group Cohesion/ (W&G Ch7&8)
<u>Week Nine</u>	<u>Social Issues in Sport Participation</u> Chapter 19: Morality in Sport Outside Readings: Performance Enhancing Drugs Addictive & Unhealthy Behaviors (W&G Ch20)
<u>Week Ten</u>	Spring Break
<u>Week Eleven</u>	<u>Social Issues in Sport Participation</u> Outside Readings: Sport Violence/Aggression/Deviance (W&G Ch23; Coak Ch7)
<u>Week Twelve</u>	<u>Social Issues in Sport Participation</u> Outside Reading: Gender in Sport/Title IX (Coak Ch8) Outside Reading: Race in Sport (Coak Ch9) <b>Exam #2</b>

Week Thirteen

The Role of the Media in Sport

Media and Power (Coak ?)

Globalization of Sport

Global Sport Culture (Coak ?)

Week Fourteen

Factors Affecting Sport Performance

Outside Reading: Anxiety, Arousal & Stress (Williams Ch14)

**Research Paper Due Monday April 8, 2013**

Week Fifteen

Introduction to MST (Mental Plans; W&G Ch11)

Mental Toughness Development (Masters & Burton , 2012)

MST Tools and Skills Model (Burton & Raedeke, 2007)

Week Sixteen

Consequences of Sport Participation

Outside Reading: Injury Recovery/Stress (W&G Ch19; Williams Ch25)

Overtraining & Burnout (W&G Ch21; Williams Ch24; Tobar 2005)

Final Exam:

**Partially Comprehensive Exam #3**

**Date: Thursday May 2, 2013 8am-10am**