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**Calumet College**

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**of Saint Joseph**

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.

## COURSE SYLLABUS, Spring 2020

### **KINE 210A Exercise Psychology**

#### **Instructor Information:**

<b>Instructor Name:</b>	Professor Tracy Stone
<b>Office Number:</b>	Room 520
<b>Phone Number:</b>	219-473-4357
<b>Email:</b>	<a href="mailto:tstone@ccsj.edu">tstone@ccsj.edu</a>
<b>Office Hours</b>	Monday and Wednesday 10:00am to 1:30p. You must set a formal appointment via email.

#### **Instructor Background:**

B.S. Health and Sport Studies, <i>Miami University of Ohio</i>	M.S. Kinesiology, <i>University of Illinois at Chicago</i>
Certified Strength & Conditioning Specialist (CSCS) <i>National Strength &amp; Conditioning Association (NSCA)</i>	Certified Fitness Nutrition Specialist <i>National Academy of Sports Medicine (NASM)</i>
Certified Personal Trainer (CPT) <i>National Academy of Sports Medicine (NASM)</i>	Instructor for Advanced & Standard First Aid, CPR & AED <i>Emergency Care &amp; Safety Institute (ECSI)</i>

#### **Course Information**

<b>Course Time:</b>	Tuesday & Thursday, 1:45p to 3:15p
<b>Classroom:</b>	Room 261
<b>Prerequisites:</b>	C or better in PSYC 100.
<b>Required Books and Materials:</b>	Exercise Psychology, 1 <sup>st</sup> Edition, 2017, Jones/Bartlett Publishing ISBN: 9780134042381

#### **Learning Outcomes:**

1. Identify and critically analyze the psychological and social factors that influence physical activity participation and adherence among individuals and groups.
2. Evaluate and synthesize empirical research related to motivational and psychological theories of physical activity.
3. Apply cognitive, motivational and behavioral exercise theories and principles to enhance physical activity participation and adherence among individuals and groups.
4. Design and evaluate interventions to increase physical activity participation and adherence to specific individuals and groups.

**This course meets the following Kinesiology Program Objectives:**

- Explain how the scientific process informs our understanding of physical activity.
- Describe the underlying scientific foundations of physical activity.
- Critically evaluate information about physical activity from scientific basis.
- Describe the relationship between physical activity participation and health, wellness, and quality of life
- Demonstrate knowledge of current physical activity guidelines and recommendations.
- Critically evaluate research related to physical activity and its impact on health and chronic disease.
- Design and evaluate physical activity programs that promote health and improve quality of life.
- Describe the sociocultural and historical factors that influence physical activity.
- Critically evaluate scholarly work related to cultural, historical and philosophical dimensions of physical activity.
- Demonstrate an appreciation and commitment to physical activity practice.

**Course Description:**

This course is designed to provide students with theoretical knowledge related to exercise behavior change strategies and factors that influence physical activity participation and adherence. Topics to be covered include: (a) psychological theories for understanding and predicting health-oriented exercise behavior; (b) psychological and psychobiological responses to exercise; (c) psychological interventions for increasing exercise participation and adherence.

**Learning Strategies:**

- PowerPoint lectures
- Client vignettes for each topic with accompanying follow up questions to assess students understanding and application of the chapter material
- In-class case studies for discussion
- Hands-on projects that require interviews and assessments of members of CCSJ student-body/faculty/staff or family/friends of the students themselves

**Experiential Learning Opportunities:**

Include, but are not limited to: 1) Client Case Study assignments that help the student apply knowledge gained from each chapter. 2) Projects that involve out-of-class, hands-on activities to create a personal connection to course material. 3) Videos and articles to enhance in-class discussion and assignments.

**Assessments:**

<b>Major Assignments:</b>	Projects, In-Class Activities & Client Case Studies	35% of Total Grade
<b>Assessments:</b>	Exams	55% of Total Grade
<b>Class Participation:</b>	In-Class Discussion and Participation	10% of Total Grade

**Grading Scale:**

100 – 92: A	91 – 90: A-	
89 – 88: B+	87 – 82: B	81 – 80: B-
79 – 78 : C+	77 – 72: C	71 – 70 : C-
69 – 68: D+	67 – 62: D	61 – 60: D-
59 and below: F		

Course Schedule					
Class Date	Lecture/Class Discussion/Activities	LO	Assignments	Due Date	
Jan 14	Course Overview	1,2	Begin note taking habit		
16	Ch 1 Intro to the Psychology of Physical Activity Ch 2 Intro to the Psychology of Sedentary Behavior Ch 13 Positive Psychology		<b>Project 1 Chapter 1</b>	<b>1/28</b>	
21			<i>Client Case Study: Henry</i>	2/2	
23			<b>Project 2 Chapter 2</b>	<b>2/4</b>	
28			<i>CCS: Sarah</i>	2/9	
30			<b>Project 3 Chapter 13</b>	<b>2/11</b>	
Feb 4			<i>CCS: Jennifer</i>	2/16	
6	<b>Exam 1: Chapters 1, 2 &amp; 13</b>				
11	Ch 3 Social Cognitive Theory Ch 4 Motivational Theories Ch 5 Theory of Planned Behavior Ch 6 Transtheoretical Model	1,2	<i>CCS: Beverly</i>	2/23	
13			<i>CCS: Bryan</i>	3/1	
			<i>Ch 4 In-Class Activity</i>		
18			<i>CCS: Rachel</i>	3/1	
			<i>Ch 5 In-Class Activity</i>		
20			<i>CCS: Gina</i>	3/8	
25			<i>Ch 6 In-Class Activity</i>		
27	<b>Exam 2: Chapters 3-6</b>				
<b>Late work Jan 14 to Feb 20 will not be accepted after February 28<sup>th</sup> at 11:59pm</b>					
<b>Spring Break: March 1-7, 2020</b>					
March 10	Ch 7 Cognition Ch 8 Anxiety and Depression Ch 9 Personality Traits Ch 10 Self-Esteem and Body Image	3	<i>CCS: Mike</i>	3/22	
12			<i>CCS: Laura</i>	3/29	
17			<i>CCS: Lauren</i>		
19			<i>Ch 9 In-Class Activity</i>		
24			<i>CCS: Divya</i>	4/5	
			<b>Project 4 Chapter 10</b>	4/7	
26	<b>STEM Fest 2020</b>				
<b>Exam 3: Chapters 7-10 Available on BB from 12a 3/27 to 11:59p 2/29</b>					
<b>Late work Feb 25 to Mar 26 will not be accepted after April 5<sup>th</sup> at 11:59pm</b>					
31	Ch 11 Stress and Pain Ch 12 Sleep Ch 14 Exercise-Related Disorders	3	<i>CCS: Carla</i>	4/12	
April 2			<b>Project 5 Chapter 11</b>	4/14	
			<i>CCS: Omar</i>	4/19	
7			<b>Project 6 Chapter 12</b>	4/21	
9	<b>Virtual Class for Easter Break: See Instructor for today's assignment and due date</b>				
14	Ch 14 Exercise-Related Disorders	3,4	<i>CCS: Katie</i>	4/26	
16	<b>Exam 4: Chapters 11, 12, 14</b>				
21	Ch 15 Social Environment Ch 16 Physical Environment	3,4	<i>CCS: Madeline</i>	4/26	
23			<i>Ch 15 In-Class Activity</i>		
28			<i>CCS: Clayton</i>	5/1	
30	<b>Exam 5: Chapters 15 &amp; 16</b>				
<b>Late work from Mar 31 to April 30 will not be accepted after May 2<sup>nd</sup> at 11:59pm</b>					
<b>I reserve the right to change this schedule to meet the needs of the class.</b>					

## Responsibilities

<p><b>Attending Class</b></p>	<p><b>General Absences</b>            You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. In all things, communication is <b>KEY</b>. All planned and unplanned absences must be communicated to your instructor <b>via email</b> with a brief explanation.</p> <p><b>Attendance and Your Grade</b>            Missing class will have a negative effect on your final grade. You are allowed no more than 3 absences with no change in your grade, so long as each absence is properly communicated <i>ahead of time</i>. Additional absences will drop your final grade by 0.3 grade points.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• Final grade in class: <b>A</b> GPA: <b>4.0</b></li> <li>• Final attendance record: 4 total absences for the semester</li> <li>• Adjusted Final grade in class: <b>A-</b> GPA: <b>3.7</b></li> </ul> <p><b>Absence due to college events</b>            We do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence <b>in advance</b> and you are responsible for all missed work.</p>
<p><b>Turning In Your Work</b></p>	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p> <p><b>Missing Assignments</b>            15% will be deducted from all assignments turned in after the posted due date. <b>No late work will be accepted after the dates posted on the syllabus.</b> See syllabus for dates to plan-ahead.</p> <p><b>Missing Exams</b>            All exams are required in order to complete this course. You must take all exams in order for a low score to be dropped (if applicable). If you are absent on exam day, you must <b>email</b> the instructor by the end of the week to schedule your make-up exam. 15% will be deducted from all make-up exams.</p>
<p><b>Meeting Standards for Classroom Behavior</b></p>	<ul style="list-style-type: none"> <li>• <b>Use all the class time.</b> Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others.</li> <li>• <b>Come prepared.</b> Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class.</li> <li>• <b>Respect others.</b> Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.</li> <li>• <b>Use electronic devices only for class purposes.</b> Engage with your classmates and the instructor without technological distractions. Headphones and cellphones should remain in your bags during class time. Students who appear to be constantly distracted by their electronic devices will be marked absent. (See attendance policy for information on attendance and your grade.)</li> </ul>

<p><b>CCSJ Student Honor Code</b></p>	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> <li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li> <li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li> <li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li> <li>• Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</li> </ul>
<p><b>Doing Your Own Work</b></p>	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<p><b>Sharing Your Class Experience</b></p>	<p>Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
<p><b>Withdrawing from Class</b></p>	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

## Resources

<b>CCSJ Book Rental Program</b>	<p>The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see <a href="http://www.ccsj.edu/bookstore">http://www.ccsj.edu/bookstore</a>. <b>All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</b></p>
<b>Student Success Center:</b>	<p>The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.</p>
<b>Disability Services:</b>	<p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.</p>
<b>Student Assistance Program</b>	<p>Through a partnership with <b>Crown Counseling</b>, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, <b>contact Kerry Knowles SAP Counselor</b>, at 219-663-6353 (office), 219-413-3702 (cell), or <a href="mailto:kerryk@crowncounseling.org">kerryk@crowncounseling.org</a>.</p>
<b>CCSJ Alerts:</b>	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a>.</p>

**Prof. Stone 2019-2020 Grading Rubric for classwork, homework, presentations and labs**

	<b>5</b>	<b>4</b>	<b>3.5</b>	<b>3</b>
<b>Presentation</b>	You have completed the assignment on time. It is readable and neat with no grammatical or spelling errors. All directions were followed, and assignment requirements met.	You have completed the assignment on time. It is readable and neat with minimal grammatical or spelling errors. Majority of directions were followed, and assignment requirements met.	Assignment was turned in late. Assignment is mostly complete. It is readable and neat. Some grammatical and spelling errors present. Most directions were followed, and requirements met.	Assignment was turned in late. Assignment is not complete. It is readable. Contains several errors. Directions were not followed, requirements not met.
<b>Content</b>	Your work is well thought out, answers are unique and are your own words. (No text copying.) There is evidence you have sought out valid resources beyond the textbook.	Your work shows thought and answers are mostly in your own words. (Minimal text copying.) You attempted to seek out resources beyond the textbook.	Answers show a valid attempt to complete the assignment, but not much written in your own words. Some of your work is coming from the text, word for word. No outside resources were used.	Barely tried to complete the assignment. Your answers are not in your own words. Work is copied from the text word for word. No outside resources were used.
<b>Effort Applied</b>	You show a personal interest in how the material relates to your future as a professional in the field. You make real-life connections and connections to lecture and other material.	You put forth effort to make real life connections OR connections to lecture and other material.	Few or no connections made to real life, lecture and other material.	No connections made
<b>Understanding</b>	Shows mastery of the material.	Demonstrates a general understanding of the material	Shows very basic understanding of the material. (tutoring, fine tune study skills, suggested)	Little to no understanding of the material. (Tutoring, fine tune study skills, required.)
<b>Calculations</b>	Answers and calculations are correct, and work was shown.	Most (more than $\frac{3}{4}$ ) answers and calculations are correct. Work was shown.	Some (less than $\frac{1}{2}$ ) of all answers and calculations are incomplete and/or incorrect. No work was shown.	Most (more than $\frac{1}{2}$ ) answers and calculations are incomplete and incorrect. No work was shown.
<b>Participation Rubric</b>				
<b>Participation</b>	Consistently stays focused on in-class work and what needs to be done. Self-directed and highly motivated.	Focuses on in-class work and what needs to be done most of the time.	Often must be reminded by the teacher about what needs to get done.	Has difficulty focusing on class work and procedures.
<b>Additional criteria for oral presentation assignments.</b>				
Source: Association of American Colleges and Universities. (2009). <i>VALUE rubrics</i>				
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation/paper cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation/paper	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation/paper	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation/paper
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Use of Information</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved

