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2019

## **FLC: Kinesiology Teaching Sociology and Psychology of Physical Activity**

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**California State University, San Bernardino**  
**College of Natural Sciences, Kinesiology Department**  
**Kinesiology 3400, Section XX**

**Course and Instructor Information**

**Instructor:**  
**Office location:**  
**Telephone:**  
**Email:**  
**Office hours:**  
**Class Days/Time:**  
**Classroom:**  
**Others:**

**Faculty Web Page**

Visit the [California State University San Bernardino Blackboard](#) website for the course syllabus, additional readings, and all assignments for the course.

**Course Description**

This course will examine two major disciplines in Kinesiology, sociology and psychology of human movement. The psychology component will examine sport and physical activity from a behavioral science perspective and focus on topics such as motivation, personality, anxiety, aggression, and group dynamics. The sociological component will focus on a variety of social theories to help students draw conclusions about sport's role in society. Sport and physical activity will be examined from differing theories including functionalist theory, conflict theory, critical theory, feminist theory, and interactionist theory.

**Program Learning Outcomes**

PLO1- Demonstrate knowledge of the scientific foundations of kinesiology

PLO2- Demonstrate knowledge of cultural, historical, and philosophical dimensions of kinesiology

PLO3- Demonstrate knowledge of and competency in the importance and the practice of physical activity in kinesiology

**Student Learning Outcomes**

SLO3- Evaluate peer reviewed research in kinesiology. (Aligns with PLO 1 & 3)

SLO4- Understand various psychomotor, psychological, cognitive, and behavioral parameters of in a variety of populations (Aligns with PLO 2)

SLO6- Evaluate personal opinions through the utilization of kinesiology research (Aligns with PLO 1, 2, & 3)

SLO8- Analyze various means to improve, attain, or re-attain physical fitness (Aligns with PLO 1 & 3)

### **Course Goals/Objectives and Student Learning Objectives/Outcomes**

- 1) Understand the behavioral and psychological bases of human movement with an emphasis on sport and exercise phenomenon.
- 2) Explore contemporary theories as they relate to physical activity, sport, and exercise.
- 3) Gain comprehension of how psycho-social factors influence performance and involvement in sport, physical education, exercise, and PT/athletic training settings.
- 4) Make applications of sport and exercise psychology skills and knowledge to coaching, teaching, PT/athletic training, and/or exercise leadership situations.
- 5) Understand the role that sport has in society and how sport reciprocally influences society.
- 6) Understand the sociocultural domain of physical activity and how the study of sociology can help practitioners make informed decisions in future work.

### **Required Texts/Readings (note where available)**

#### **Textbook**

Social Issues in Sport (3<sup>rd</sup> edition). Ronald B. Woods.

Foundations of Sport and Exercise Psychology (6<sup>th</sup> edition). Robert Weinberg & Daniel Gould.

#### **Other readings (or recommended readings)**

Alternate readings will be provided for topics on BlackBoard

### **Grading Policy**

#### **Course Evaluation:**

- Two Exams 100 points (200 points)
- In-Class Participation (100 points)
- Case Study Assignments (100 points)
- Concept Map (100 points)

## Percent Value Total Point Value Grade

- 100% 500-465 = A
- 90% 464- 450 = A-
- 87% 449-435 = B+
- 83% 434- 415 = B
- 80% 414- 400 = B-
- 77% 399- 385 = C+
- 73% 384- 365 = C
- 70% 364- 350 = C-
- 67% 349- 335 = D+
- 63% 334- 315 = D
- 60% 314- 300 = D-
- 59% <299 F

**Exams:** Exams will cover material in both the lecture and the textbook. They will consist of some combination of multiple choice, True/False, and essay questions. The students will need to bring a scantron to class on these days. The instructor will tell you what type before the exam.

**In-Class Participation:** On unannounced days, we will work on small projects in class. For students to receive these points for in-class participation, they must be present and actively engaged in the assignment to receive the points allocated for in-class participation.

**Case Study Assignments:** On four days during the semester, we are going to employ a flipped classroom. What this means is that I am going to assign you to watch lectures about course material **BEFORE** class. Then during class, we are going to break up into small groups and work on case studies based in sport or exercise settings. These case studies will likely represent what you will encounter in real-world scenarios outside of the classroom and will have you apply the knowledge from the online lectures.

**Concept Map Activity:** Students will work in pairs to create a concept map incorporating material from both sociology and psychology of physical activity. The students will be required to relate this concept map to their future. Students will be required to upload the map and a video description of the concept map to blackboard. Students will be required to peer review other groups concept map and present their concept to their peers. Detailed instructions will be uploaded on Blackboard.

## University Policies

### Plagiarism and Cheating

Students are expected to be familiar with the University's Policy on cheating and Plagiarism. Please review this at (CSUSB Bulletin, pages 51-52). "Quote here the university's policy."

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

### **Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at [\(CSUSB Bulletin, pages 46-48\)](#).

## **Support for Students with Disabilities**

### **Main Campus:**

If you are in need of an accommodation for a disability in order to participate in this class, please see the instructor and contact Services to Students with Disabilities at (909) 537-5238.

If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

### **Palm Desert Campus:**

If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Rosie Garza in Services to Students with Disabilities at the Palm Desert Campus in RG-209, 760-341-2883 extension 78117, or at the San Bernardino Campus in UH-183, 909-537-5238, [ssd@csusb.edu](mailto:ssd@csusb.edu).

If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

## **Student Learning Outcomes**

At the completion of this unit, students will be able to:

1. Gain comprehension the behavioral and psychological bases of human movement with an emphasis on sport and exercise phenomenon.
2. Explore contemporary theories as they relate to physical activity, sport, and exercise.
3. Analyze some of the factors that influence individuals' activity choice.
4. Gain comprehension of how psycho-social factors influence performance and involvement in sport, physical education, exercise, and PT/athletic training settings.
5. Gain comprehension of how participation in sport, exercise, and physical education influences the psycho-social experience of those individuals involved.
6. Make applications of sport and exercise psychology skills and knowledge to coaching, teaching, PT/athletic training, and/or exercise leadership situations.

## **Department Professional Standards and Expectations of Students**

The Kinesiology Department at California State University, San Bernardino strives for optimal student success during their academic programs and in prospective jobs and/or post-graduate degree programs. We as a department have high ethical and professional standards that help promote an environment where all individuals have the opportunity to succeed academically, professionally, and personally. We expect these standards to be followed on campus and in the classroom and at any external events or schools where you are representing CSUSB's Kinesiology Department. Some of these standards include: accountability of attending class on time and coming prepared, having respect for your peer and instructors, taking responsibility for your actions or lack of actions, practicing academic integrity, communicating appropriately via email in a professional manner (i.e., address professors correctly, identify what class you are in, use professional language), and strive to improve verbal professional communication with peers and instructors. More specific standards and expectations can be found on the Kinesiology Department website, <http://kine.csusb.edu/mission>.

**Americans with Disabilities Act (ADA) (Accessibility) Statement:** It is the policy of California State University, San Bernardino to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at UH-183, (909) 537-5238.

**California State University, San Bernardino Diversity Statement:** California State University, San Bernardino (CSUSB) seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community.

**University Policies on Course Withdrawal, Cheating and Plagiarism:** Cheating and Plagiarism will not be tolerated and will result in failing grade for the assignment/exam. See Academic Regulations and Procedures in the University Bulletin of Courses for the University policies on course withdrawal, cheating, and plagiarism.

**Policy on Late Work:**

All assignments are due by their posted dates on Blackboard. For each day that an assignment is turned in late, the student will receive a deduction of 10 points per day. After 1 week of the student not completing an assignment, it will be given 0 points. If the student misses a deadline due to some serious or compelling reason, the student must show the faculty member documentation of the situation.

**Course Schedule**

(Note: subject to change with fair notice.) List the agenda for the quarter including when and where the final exam will be held.

| Date | Topics, Readings, Assignments and Deadline |
|------|--|
|------|--|

| Date     | Topics, Readings, Assignments and Deadline   |
|----------|--|
| Week 1:  | Syllabus: Chapter 1 (What is Sport and Why do We Study It)                         |
| Week 2:  | Chapter 4 (Business of Sport); Chapter 12 (Race, Ethnicity, and Sport)             |
| Week 3:  | Chapter 13 (Women and Sport); Chapter 14 (Social Class in Sport)                   |
| Week 4:  | Chapter 17 (Politics in Sport); Chapter 19 (Violence and Rule Breaking)            |
| Week 5:  | Chapter 21 (Future Trends in Sport); Chapter 20 (Deviance and Sport)               |
| Week 6:  | <b>Exam 1; Intro to Sport Psych (Chapter 1)</b>                                    |
| Week 7:  | Chapter 3 & 6 (Motivation) <b>CASE STUDY</b>                                       |
| Week 8:  | Arousal, Stress, and Anxiety (Chapters 4 + 12) <b>CASE STUDY</b>                   |
| Week 9:  | Group Dynamics (Chapter 7); Confidence and Self-Efficacy (Chapter 14)              |
| Week 10: | <b>CASE STUDY; Exam 2/Mid-Quiz</b>   |
| Week 11: | Imagery (Chapter 13); Goal Setting (Chapter 15)                                    |
| Week 12: | <b>CASE STUDY; Psychology of Injury (Chapter 19)</b>                               |
| Week 13: | Exercise and Well Being (Chapter 17); Exercise Behavior and Adherence (Chapter 18) |
| Week 14: | TBD/Catch Up Week/Special Topics in SEP  |
| Week 15: | Special Topics in SEP/Concept Map In Class Work Day                                |
| Week 16: | Concept Map Grading Day  |