

**Introduction to Psychology  
Spring 2025, PSY 325-002  
MW, 8:30 AM – 9:50 AM  
CULM 111**

Instructor: Kate Cohen, PhD

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Office Location & Hours: CKB; M: 10:00am-12:30pm, W: 11:30am-12:30pm; E-mail for an appointment.

**B. Prerequisites or Co-requisites (N/A)**

**C. Objectives/Description**

The primary goal of the course is to assist you in acquiring the fundamental sport psychology knowledge needed in various sport-related professions (coaching, teaching, athletic training, etc.).

Upon completion the student is expected to proficiently meet the following objectives:

- Understand the relationship between psychological perspectives and sport & exercise activities.
- Understand current theoretical concepts in sport and exercise psychology.
- Become familiar with the basic characteristics of applied sport psychology.
- Learn potential practical applications to improve coaching & training skills

**D. Required Texts, Readings, and/or other Resources**

Textbook: Weinberg, R. S., & Gould, D. (2023). *Foundations of Sport and Exercise Psychology* (8<sup>th</sup> ed.). Champaign, IL: Human kinetics. ISBN: 978-1718207592

\*Readings and other resources will be posted on class Canvas.

Throughout the semester, we will read material that is not in the textbook. The instructor will provide these resources on Canvas (e.g., articles and videos)

**E. Topical Course Outline (See the Tentative Course Schedule)**

**F. Course Requirements**

This course consists of lectures, in-class small group discussions, discussion board postings, an individual presentation, three exams, and an independent paper. Lectures will integrate assigned textbook chapters with other relevant content. Attendance is required.

*Note: Due to the iterative nature of the assignments, in general late submissions will not be accepted.*

**G. Classroom Etiquette:**

- A learning environment that is supportive of all learners is built on mutual respect among learners, and between the learners and the instructor. Please make every effort to arrive on time to class.
- This class encourages discussion of personal experiences in sport performance and allows students the opportunity to take a deeper look into their thoughts, behaviors, and emotions. **All**

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**information shared by other students is confidential and stays within this classroom.**

Additionally, maintaining an open mind, engaging in respectful conversations, and providing positive and supportive encouragement are essential to the goals of this course.

- Attendance will be taken and tardiness will be noted and affect your participation grade.
- If an emergency arises which requires you to arrive late or leave early, please do so in a quiet and non-intrusive manner, and please notify the instructor of the emergency situation.

## G. Grading/Evaluation

*Student evaluation will be based upon:*

Quality of class presentations and creative and critical elaboration

Knowledge and understanding of course materials.

Quality of comprehensive review of literature

Quality of group discussion questions

Extent of active participation in class.

*The final grade will be weighted on the following criteria:*

Individual Presentation	10%
Comprehensive review of one topic of choice dealt with in the course	20%
Exams: Exam 1 (15%) Exam 2 (15%) Exam 3 (15%)	45%
Discussion Questions (DQ) (10 x 1%)	10%
Attendance and Participation	15%
Total	100%

GRADE SCALE

<b>A</b>	<b>90-100%</b>
<b>B+</b>	<b>87-89.5%</b>
<b>B</b>	<b>80-86.5%</b>
<b>C+</b>	<b>77-79.5%</b>
<b>C</b>	<b>70-76.5%</b>
<b>D</b>	<b>60-69.5%</b>
<b>F</b>	<b>&lt;60%</b>

## Descriptions of Graded Assignments:

### Individual Presentation (10%)

Throughout the semester, students will present for 12-15 minutes on one article that is related to the topic of that class. **See Appendix 1 for rubric and further details.**

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\*All presentations should incorporate the use of PowerPoint computer software.

\*All presentations must be completed on the day in which assigned. If a presenter is absent, they will receive a 0 for the assignment unless cleared with the instructor on an individual basis. Each student will receive a grade based on his/her familiarity with the research study and his/her presentation skills.

\*The article chosen for presentation purposes must be e-mailed to the instructor at least **ONE WEEK PRIOR BY THE END OF CLASS TIME** to class presentation! This will ensure timely feedback from the instructor. Example: If a presentation is assigned for a Wednesday, the article will be shared with the instructor on the previous Wednesday through Canvas.

\*PowerPoint presentation must be e-mailed to the instructor at least **ONE CLASS PERIOD** prior to class presentation! This will ensure timely feedback from the instructor. Example: If a presentation is assigned for a Wednesday, the presentation will be shared with the instructor on the previous Monday.

### **Term Paper (20%)**

A term paper on the topic(s) of your choice from the course, will be submitted using APA guidelines and formatting criteria; double-spaced, Times New Roman font, in-text citations, where necessary. The paper should be no less than 5 pages and should not exceed 10 pages. A reference list is to be included to be considered eligible for a complete score. **See Appendix 2 for further details.**

### **Exams (45% Total)**

Exam material will come from the lecture, book, and anything else that is brought in and discussed in class (articles, examples, presentations, etc.).

Throughout the course, students will take required in-class exams that cover the readings from the text, lectures, articles, discussions, and/or presentations. Students are expected to complete the exam on the dates listed in the Tentative Course Schedule. *Make-up exams are considered only for extreme circumstances and will be given to students on a case-by-case basis.*

\*Exceptions may be considered and include documentation of a valid medical excuse from a physician, conflict with religious observances, or scheduled class field trips and travel for intercollegiate athletic competition. Students participating in University (academic or intercollegiate) sponsored events must provide documentation for travel **PRIOR** (at least 2 days before) to the exam.

\*Documentation provided after the exam will not be accepted and a make-up exam will not be granted.

\*If granted, the make-up exam must be completed as instructed within 7 school days after the scheduled exam date.

### **Discussion Questions (10%)**

Ten times throughout the semester, each student will submit on Canvas a group discussion question related to the topic(s) to be covered in class. Questions should demonstrate a solid understanding of the material and critical thinking; occasionally, if the chapter is very difficult, a question can be about what was not understood. **Never** should a question be one that can be answered yes/no but should be one that incentivizes discussion and critical thinking.

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Questions must be submitted the **day before the class by 11:59pm EST**. Each student should also have a copy of their own discussion question during the class call.

### **Attendance and Participation (15%)**

Students are expected to participate in all classes. Participation involves:

- Engagement in all class activities and discussions
- Arriving on time and being present in most, if not all classes
- Asking questions
- Doing the readings and showing that you are prepared
- Facilitating class discussion
- Reflecting/responding to other students' questions

The delivery mode of this course is face-to-face, which means we will meet in person, during the designated class days/times. You are expected to attend all classes. To receive credit, you must be in class on time, stay for the entire time, and contribute to in-class activities and discussions. You must be in class that day to complete these activities. There will be no make-up for in-class activity. For each **unexcused** absence, 1 point will be deducted from the student's participation (engagement) grade.

*University Attendance Policy:* Excused absences through DOS include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious reasons, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse.

### **University Policy on Academic Integrity**

*Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at:*  
<https://www5.njit.edu/policies/sites/policies/files/NJIT-University-Policy-on-Academic-Integrity.pdf>

*Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity please contact the Dean of Students Office at [dos@njit.edu](mailto:dos@njit.edu)*

If you require academic accommodations, you must file a request with the Office of Disability Services for Students (<https://www.njit.edu/studentsuccess/accessibility>). You should file your request as soon as possible. Retroactive accommodations are not allowed.

### **ChatGPT and Other Language-Based Models**

There is a zero-tolerance policy for *any* artificial intelligence usage in this course. The expectation of this course is for students to work through the course without assistance from AI-generated software

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programs (this includes, but is not limited to, ChatGPT, Grammarly, GPTZero, etc.) to better develop their individual skills in the content area. As such, artificial intelligence usage is not permitted throughout this course.

Please note, Turnitin evaluates all sorts of academic integrity violations. This tool detects unauthorized use of quotes and repurposed text (including borrowing and purchasing of papers). Turnitin flags AI-generated text and use of “grammar” assistants that rewrites sentences. None of these tools are acceptable in this course. Your plagiarism percentage appears on the submission page for each assignment. The AI percentage is available only to instructors. Students in violation to these course policies of academic integrity will be reported to the Dean of Students, without exception.

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## Course Outline

Week	Date	Day	Chapter	Topic	Notes
1	1/22	Wednesday		Syllabus	Discuss presentations
2	1/27	Monday	1	Intro to Sport and Exercise Psychology	Students select their presentation topic
	1/29	Wednesday	2	Science and Professional Practice of Sport Psychology	
3	2/3	Monday	3	Personality and Sport	Discuss term paper
	2/5	Wednesday	3	Personality and Sport	Group Discussion (Question due @ 11:59PM on 2/04)
4	2/10	Monday	4	Motivation	Student Presentation
	2/12	Wednesday	4	Motivation	Group Discussion (Question due @ 11:59PM on 2/11)
5	2/17	Monday	5	Arousal, Stress & Anxiety	Group Discussion (Question due @ 11:59PM on 2/16)
	2/19	Wednesday	5	Arousal, Stress & Anxiety	Student Presentation
6	2/24	Monday	7	Feedback, Reinforcement, & Intrinsic Motivation	Student Presentation Group Discussion (Question due @ 11:59PM on 2/23)
	2/26	Wednesday	7	Feedback, Reinforcement, & Intrinsic Motivation	Review for Exam 1
7	3/3	Monday		Exam 1 Chapters (1, 2, 3, 4, 5, 7)	
	3/5	Wednesday	8	Diversity & Inclusion	Group Discussion (Question due @ 11:59PM on 3/04)
8	3/10	Monday	9	Team Dynamics & Cohesion	Student Presentation
	3/12	Wednesday	12	Intro to PST	Group Discussion (Question due @ 11:59PM on 3/11)
	3/17	Monday		SPRING BREAK - NO CLASS	

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	3/19	Wednesday		SPRING BREAK - NO CLASS	
9	3/24	Monday	13	Arousal Regulation	Student Presentation
	3/26	Wednesday	14	Imagery	Group Discussion (Question due @ 11:59PM on 3/25)
10	3/31	Monday	14	Imagery	Student Presentation
	4/2	Wednesday		Term Paper Research	Review class for Exam 2
11	4/7	Monday		Exam 2 Chapters (8, 9, 12, 13, 14)	
	4/9	Wednesday	15	Self-confidence	Student Presentation; Group Discussion (Question due @ 11:59PM on 4/8)
12	4/14	Monday	16	Goal-setting	Student Presentation
	4/16	Wednesday	16	Goal-setting	Group Discussion (Question due @ 11:59PM on 4/15)
13	4/21	Monday	17	Concentration	Student Presentation
	4/23	Wednesday	20	Athletic Injuries and Psychology	Term Paper Due by 11:59pm
14	4/28	Monday	22	Burnout & Overtraining	Group Discussion (Question due @ 11:59PM on 4/27)
	4/30	Wednesday	22	Burnout & Overtraining	Student Presentation
15	5/5	Monday			Review Class for Exam 3
	5/7	Wednesday		Exam 3 Chapters (15, 16, 17, 20, 22)	

(all dates are tentative and are subject to change)

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## Appendix 1 Individual Presentation

If you have any questions about your presentation or finding an article, please see me! 😊

### DIRECTIONS:

The presenter will choose one research article that is related to the chosen topic of the class to present on. Once the instructor has approved the chosen article, students will create their presentations. **You will only present for 15 minutes max.** PowerPoint presentations are the best; however, other sources (ex. Prezio) are acceptable. See presentation outline below for presentation requirements. ***All studies presented are fair game for exams!***

### DEADLINES:

- The article chosen for presentation purposes must be e-mailed to the instructor at least **ONE WEEK prior** to class presentation by 11:59pm EST for approval. This will ensure timely feedback from the instructor.
- The PowerPoint presentation (including video and other materials) must be e-mailed to the instructor **ONE CLASS PERIOD prior** to class presentation by 8:30 AM EST (i.e. If you present Wednesday, your presentation must be in my inbox by 8:30am EST on the previous Monday). This will ensure timely feedback from the instructor. Feedback is expected to be implemented.

*Note: Points will be deducted from your grade for presentation components not turned in on time*

### SELECTING ARTICLE:

- Article selection stipulations:
  - Needs to be a published, peer review article
  - Needs to be from **2020** to present
  - Needs to be from a sport or exercise psychology Journal (in some cases articles from other journals may be approved)
    - *See tips for a list of approved journals*
  - Cannot be a literature review/meta-analysis, research note, or book chapter
- To figure out a specific study in such a broad topic (ex. Motivation)
  - Look in the book to find specific areas of interest (ex. Intrinsic Motivation vs. Extrinsic Motivation)
    - The book may discuss an article that you are interested in
  - Start broad in your search and narrow it down (motivation → motivation in practice settings)
  - Choose a specific population of interest (ex. Intrinsic motivation in soccer)
    - **\*\*\*\*Doesn't just have to be sport settings, can be exercise and performance too\*\*\*\***
  - \*Remember the broader your search, the more articles will pop up. Try to get it specific so it is easier to find an article

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- Where to look
  - Google Scholar
  - NJIT library
  - \*Sometimes articles are tough to find because you have to pay for them, but here are some approved journals that NJIT may have access to:
    - *Journal of Applied Sport Psychology*
    - *Journal of Sport and Exercise Psychology*
    - *The Sport Psychologist*
    - *International Journal of Sport and Exercise Psychology*
  - \*\*When looking for an article make sure you click “Peer Review” and have the time range from 2020-present (This will help narrow your search to match the criteria needed for this presentation).

**Presentation Requirements:**

- In creating slides, keep in mind that font sizes should be no smaller than 24pt font. The class needs to be able to visibly read your slides. Keep wording on slides brief. The presenter will be responsible for using their personal device to present slides to the class. Please make sure you have practiced your transitions from one component to the next. I would suggest multiple run-throughs (even better if in front of others) before your presentation day, so you are entirely prepared.
- Introduction
  - Brief review of the previous literature (the idea here is to tie in what has already done in the research and why this study is important)
  - Purpose(s) and Hypothesis (if any)
- Methods
  - Participants
  - What was the method? (e.g. Intervention, experimental design, interviews)
  - Measurements/Tools
  - Procedure
  - Data Analysis
- Results
  - What was found in the study
  - What are the conclusions
  - **Don't just report the statistics...what do the stats mean?**

\*\*Note: sometimes, results could be a little confusing to understand. Reading the discussion can help fully understand what they found.
- Discussion
  - Limitations of the study
  - Implications (how does this study help the real world; how to apply it)
  - Future research
- Discussion Question(s)
  - Come up with a question (or more) on the article that can promote class discussion.

- This can be your own critique of the study (maybe a limitation you noticed and want to talk about or how you think this can be applied to sport-setting that wasn't discussed in the article) be creative with your discussion.
- You will see plenty of examples of how to facilitate a discussion through lectures, so I expect you to pull from those experiences and try them out for yourselves.
- **You, and the class, will only get out what you put in! You will be graded on how well you can engage in and facilitate discussion.**

**Grading:**

- Grade (out of 15 points):
  - Presentation skills
    - Are you just reading off the slides or do you know the information?
    - Are you further explaining the information on the slides, including any and all tables and visuals included?
    - How much are you providing non-verbal cues (e.g., eye contact with peers) during your presentation?
    - Presentation is no more than 15 minutes
    - Information is presented in an organized way (overall presentation quality)
  - Absenteeism on the day of your presentation will result in a grade of zero.
  - Your goal: Show the rest of the class, and me, that you have done your research and are adequately prepared to present. Be confident OR embrace it until you make it 😊

## Appendix 2 Term Paper

### **Part 1: BACKGROUND OF PAPER**

On Canvas, submit a 5-10-page (DOES NOT include the title page but DOES include a separate reference page) scientifically written (no use of “I” or “Me”) paper that relates select course concepts to your specific population and topic of interest. For example, you may be interested in the art of cooking (e.g., topic of interest) by top chefs (e.g., population of interest). You may find that the various components of motivation, anxiety, and/or confidence (all topics and details we will discuss in our course), for example, are involved in the performance aspects of cooking. You will then delve into the literature (peer-reviewed articles and studies ONLY; no blogs, no .com websites; Google Scholar and NJIT library database will have plenty of sources for you to reference) to back up any points, claims, study results, etc. that you have made describing how concepts from our course relate back to your area of interest. This will be noted by in-text citations throughout the paper wherever applicable.

### **Part 2: WRITING YOUR PAPER**

Begin to form the outline for your paper. My recommendation is to organize your paper by an introduction where you will describe the background of your population and topic of interest, followed by 1-2 paragraphs for *each* course concept of your choice that best relates to your topic; there should be a few topics (e.g., motivation AND arousal regulation AND burnout) discussed since you will likely not want to write 5+ pages on solely confidence and cooking, *OR* motivation and cooking. Choose a few concepts to discuss within your paper! From there, you should summarize your efforts into a cohesive conclusion paragraph. Lastly, a separate reference page with all your sources listed will follow (APA only – see formatting link below for guidance).

Follow APA **7<sup>th</sup> edition student format** (NEWEST EDITION!) guidelines

- Your paper should be typed, double-spaced on standard-sized paper (8.5" x 11") with **1" margins on all sides, and 12 pt. Times New Roman font.**
- Include a title page and reference list (see APA 7<sup>th</sup> edition for formatting)
  - Should include a title of the topic your paper is centered around, the textbook (if referenced), and any other supporting materials used.
    - A minimum of *at least* 10 peer-reviewed sources should be referenced.
    - \*You do not need to put a reference for lecture slides, but it is suggested to find a publication that may also outline this exact or similar information you are discussing
    - Limit use of direct quotes, and instead paraphrase points while still providing credit to the author(s).

- **Formatting**

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/index.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html)

### **NOTE:**

- **Late work – No late work will be accepted. Term papers must be submitted by the specified deadlines on Canvas. I will not accept any emailed term papers following the due date listed.**

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