

## Independent Study Course Syllabus

**Course Number: ATH 901****Course Title: Coaching: Enhancing Motivation**☐ Online      ☒ Distance Learning**Instructor:** Dennis Janzen, Ph.D.**Phone number:** 559-287-8389**Email:** [djanzen@fresno.edu](mailto:djanzen@fresno.edu)**Contact Website** (Coaching Certificate):<http://ce.fresno.edu/cpd/Certificates/>**Contact Website** (FPU-Professional Development):<http://ce.fresno.edu/cpd/>**Contact Website**...under construction (Instructor):<http://www.eliteperformance21st.com/>**Contact Address:** 5478 Night Heron Drive, Blaine, WA. 98230**Units: 3****Grade Level: K-12**

### Course Description

Any coach or athlete who achieves success in the arena of competitive sport does so because of a level of mastery in the mental aspects of athletic performance. Fundamental to the examination of all behavior is the understanding of motivation. Successful sport performance is intrinsically tied to the psychological dimension of achievement. Typically, the level of understanding and subsequent application of sound psychological principles with regard to competitive sport performance falls far below what is needed for optimum athletic achievement. This course offers the athletic coach and/or scholar the opportunity to learn and apply correct psychological principles within the competitive sport context. The assignments contained in this course are closely aligned to National Content Standards in Physical Education for grades Kindergarten through 12<sup>th</sup> grade.

### Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

## **Course Materials**

Most course materials are included in printable form on the course website. There are additional booklets listed below that you will need to order from ProActive Coaching LLC. These include a set of selected readings plus complete descriptions of accompanying assignments and activities.

You will also need to order the following booklets directly from ProActive Coaching LLC to complete the course:

*Motivational Strategies for Coaches*

*The Impact of Trust*

*Compete: Traits of an Elite Competitor*

Each booklet is written by Bruce E. Brown, Director of Pro Active Coaching LLC. To order the booklets, go to [www.proactivecoaching.info](http://www.proactivecoaching.info) . Each booklet is \$5.00.

Also you will need to order the book “Teaching Character Through Sport: Developing a Positive Coaching Legacy. To order the book, go to [www.proactivecoaching.info](http://www.proactivecoaching.info) . The book is \$15.00

Please note also that you may order other materials at any time from Pro Active Coaching LLC for personal professional development.

## **Technology Requirements:** (For online and web-based courses)

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

## **Moodle:**

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: ([http://docs.moodle.org/en/Student\\_tutorials](http://docs.moodle.org/en/Student_tutorials)). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>

## **Getting Help with Moodle:**

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at

<http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

### **Course Requirements**

In addition to the SHAPE, NSSC, and NBPTS standards mentioned in the STANDARDS-BASED INSTRUCTION section, the following assignments strongly support the California State Board of Education Physical Education Framework related to this topic of motivation. This course is comprised of the following possible activities.

1. **ANALYSIS-REACTION PAPERS** - Select reading assignments from sources relative to motivational areas. Each reading will focus on a specific, practical subtopic typically encountered within the athletic coaching world relative to issues of motivation in sport.
  - a) Each selected reading will be responded to via a 2 page "Analysis-Reaction" paper. Each A-R paper will include a summary and application-based reaction to the topic of motivation.
  - b) Selected reading assignments will come from text sources and booklets relative to the topic of understanding and enhancing motivation. Each reading will focus on a specific, practical subtopic typically encountered within the athletic coaching world. Each subtopic will be developed with an emphasis on real world analyses and application of current sport psychology literature.

Read the following booklets obtained from Pro Active Coaching LLC. These booklets are to also be written up following the assignment guidelines of the Analysis-Reaction paper.

1. *Motivational Strategies for Coaches*
  2. *The Impact of Trust*
  3. *Compete: Traits of an Elite Competitor*
- c) Each booklet is written by Bruce E. Brown, Director of ProActive Coaching LLC. To order the booklets, go to [www.proactivecoaching.info](http://www.proactivecoaching.info) . Each booklet is \$5.00.
- d) Read and respond via Analysis-Reaction papers to three selected chapters in the book entitled, "Teaching Character Through Sport: Developing a Positive Coaching Legacy. To order the book, go to [www.proactivecoaching.info](http://www.proactivecoaching.info) . The book is \$15.00.
- e) Select two articles from the list of seven Selected Readings provided on the course website. Read and respond to any two with an Analysis-Reaction paper.

### **2. MOTIVATION AND ATTRIBUTION ACTIVITY**

- a. Read the provided article that introduces Motivation and Attributions for sport responding with a short 400 word Analysis-Reaction paper. Then complete the Motivation and Attribution activity with members of your selected team.

- b. The Motivation and Attribution activity includes administering a basic motivation-attribution questionnaire and subsequently evaluate the data obtained from 5 student-athletes who are members of the team which is being observed on a daily basis for journaling purposes.

**After completion of the selected readings and corresponding Analysis-Reaction papers, and the Motivation and Attribution Activity, the student may select and complete any two of the following three activities**

1. **JOURNAL** - Maintenance of a journal for 10 days of observing team practices, competitions, and/or other direct team experiences and interactions. This can be with your own team or someone else's team. Please, as a matter of protocol, be sure to seek a coaches permission prior to observing/studying his/her team if you plan to not use your own team.
  - a) Minimum daily entry length will be approximately 1 page. Please type, if possible, though not required. The student is encouraged to use a word processor in order to allow for additional editing if desired at a later date.
  - b) Journal entries must be limited to topics relevant to the specific topic of character.
  - c) Observation days need NOT be consecutive.
  - d) Reference to selected readings will be encouraged within the text of your journal entries. References, if used, must include the author's name, book/journal title, year published, and page reference (e.g. Le Unes and Nation, Sport Psychology, p. 274, 1996). References to research studies mentioned within the selected readings must include only the mentioned researcher's name and year of study (e.g. Smith, 1986).
  - e) The daily "journaling" experience will be intended to develop a more developmental, analytical, and reflective approach to the application of sound motivational principles in successful coaching.
  - f) Daily journal entries will be presented within a lightly structured framework designed to help guide the student in their evaluative and reflective processes.

**"Good coaches understand the game. Great coaches understand the game and their athletes and how to teach both." Bruce Brown**

2. **Philosophy of Coaching** – The degree of learning is a function of how motivated the learner is to learn. Great coaches have an ability to motivate at a higher level than average coaches. One of the most important things which you will ever do as a coach will be to develop an effective philosophy of coaching which will serve as your primary guideline throughout your career. This philosophy will be the greatest single influence on you as you determine the direction of your program both for the short term as well as the long term. THE SUCCESSFUL INTEGRATION OF CHARACTER DEVELOPMENT RELATIVE TO MOTIVATIONAL METHODS WITH THE EQUALLY IMPORTANT EMPHASIS ON SKILL AND TACTICAL DEVELOPMENT IS FOUNDATIONAL TO THE SUCCESSFUL COACH. By articulating and synthesizing your philosophy in writing, this exercise will serve to help

you crystallize your coaching philosophy. The writer is strongly encouraged to develop a philosophy of coaching which is compatible with their personality and ability strengths. Any profession is full of desirable role models. The coaching profession is no exception. REMEMBER - try to learn from the best, but do it within the parameters of your own personality and circumstances. Do not try to be someone you're not.

3. **Coach Interview** - Interview a coach who has been coaching at least 5 years. Attempt to locate a coach whom you feel has been successful. Analyze the coach's responses to your questions in light of the readings you have done for this course on motivation in sport. Observe the coach in action for at least 1 practice session or game. Since many coaches do not have an accurate perception of their practice or game behaviors, see if any inconsistencies exist between the coaches self-perceptions of behavior as indicated from their interview, and their observed behavior in a practice or game setting. Also, identify the coach's strengths in terms of developing and/or exhibiting an environment conducive to the development of motivation through athletics.

Develop a list of 10 questions related motivation building in sport in terms of the coach's role in developing motivational skills within their individual athletes and the team as a whole. Ask the coach each of these 10 questions from three different perspectives: 1) When they first were an athlete, 2) when they first started coaching, and 3) now as a more experienced coach.

**After completion of two of the three above listed course activities, the student will conclude the course with the following capstone assignment:**

1. **SUMMARY PAPER** - From the selected readings the student will conclude the course with a 5 page summary paper which focuses on the integration of theory and practice, based on the application of recent experienced "real world" encounters and readings. The student may wish to use additional sources along with the course's selected readings and the "journaling" experience as further supplement for their summary paper. A COMPLETE BIBLIOGRAPHY MUST ACCOMPANY THE FIVE PAGE TEXT.

**"Players will do what you train them to do."**

A WORD OF ADVICE: PLEASE DO NOT SEND YOUR COMPLETED MATERIALS SO THAT RECEIPT REQUIRES A SIGNATURE. THIS HAS THE POTENTIAL TO SIGNIFICANTLY DELAY GRADING AND PROCESSING. THANK YOU.

### **National Content / Common Core Standards**

The assignments contained in this course are closely aligned to National Content Standards in Physical Education for grades Kindergarten through 12<sup>th</sup> grade.

**"Standards are an enduring commitment, not a passing fancy."**  
- California State Board of Education

## **Society of Health and Physical Educators (SHAPE)** **([www.shapeamerica.org/](http://www.shapeamerica.org/))**

The following content standards listed by the Society of Health and Physical Educators SHAPE are addressed throughout this course. Specific standards are identified with various assignments presented in the course materials.

SHAPE appointed the Outcomes Committee to answer the question, "What should students know and be able to do?" The Outcomes Project culminated in the development of a definition of the physically educated person. This definition included five major focus areas:

- Has learned skills necessary to perform a variety of physical activities
- Is physically fit
- Does participate regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities
- Values physical activity and its contribution to a healthful lifestyle

**Education has for its object the formation of character."  
- Herbert Spencer**

The Physical Education Framework seeks to strengthen character with "a sequential, developmental, age-appropriate physical education program designed to provide students with the knowledge and ability needed to maintain an active, healthy lifestyle. The framework places a strong emphasis on maintaining a positive self-image and helps students strive to become the best that they can be through planned physical activities. In the area of social development, the framework advocates "students develop appropriate social behaviors by working independently and with others during planned activities.

### **Student Learning Objectives / Outcomes (SLO)**

The athletic coach and/or scholar will engage in the following learning outcomes in a manner consistent with Standard 5 as prescribed by the SHAPE. The following prescribed domains and associated standards from the National Standards for Sport Coaches (NSSC) are also reflected in the following SLO's (NSSC Domain 4 – Standards 16-18; Domain 5 – Standards 19-26):

- 1) The athletic coach and/or scholar will analyze and apply correct principles of performance psychology within the competitive sport context.
- 2) The learner will identify and analyze crucial factors involving a goal-perspective approach to the study of achievement motivation in sport.
- 3) The learner will identify and analyze the effects of competitive stress and anxiety as these factors relate to motivation and subsequent success for the participant.
- 4) The learner will identify and analyze the effects of the areas of situationally-based perceived competence and self-confidence factors as they influence athletic performance and

persistence. These will be investigated both in theory and through practical interaction and observations within a real athletic context.

5) The learner will develop an understanding of utilizing sound psychological principles as useful vehicles not only for the purpose of improving athletic performances but also general human performance enhancement.

### **Schedule of Topics and Assignments**

This course is comprised of the following possible activities in the order presented below:

1. **ANALYSIS-REACTION PAPERS** - Select 7 reading assignments from text sources relative to each course area.
2. **MOTIVATION AND ATTRIBUTION ACTIVITY** - Read the provided article that introduces Motivation and Attributions for sport responding with a short 400 word Analysis-Reaction paper. Then complete the Motivation and Attribution activity with members of your selected team.

**After completion of the selected readings and corresponding Analysis-Reaction papers plus the Motivation and Attribution Activity, the student may select and complete any two of the following activities:**

3. **JOURNAL** - Maintenance of a journal for 10 days of observing team practices, competitions, and/or other direct team experiences and interactions.

*"Good coaches understand the game. Great coaches understand the game and their athletes and how to teach both."*

Bruce Brown – Proactive Coaching LLC

3. **PHILOSOPHY OF COACHING** - The successful integration of character and sportsmanship development with the equally important emphasis on skill and tactical development is foundational to the successful coach.

4. **COACH INTERVIEW** - Interview a coach who has been coaching at least 5 years.

*"Sport does not provide us with many answers to the issues of life, but rather provides us with one of the richest fields for asking the questions."*

Drew Hyland

**After completion of two of the three above listed course activities, the student will conclude the course with the following capstone assignment:**

1. **SUMMARY PAPER** - From the selected readings the student will conclude the course with a 5-page summary paper which focuses on the integration of theory and practice,

## **Evidence of Learning**

This section describes what the instructor will be looking for in the student's work to determine whether or not they achieved the course objectives.

<b>Number of the Student Learning Outcome (SLO)</b>	<b>What assignments will be used to ensure that students have the opportunity to learn this?</b>	<b>Assessment of how well the students learned this?</b>
1	Analysis-Reaction papers (7); Motivation and Attribution Activity; 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Summary Paper	Based on: <ol style="list-style-type: none"><li>1. Written review, reaction, and reflection to assigned readings that discuss motivation in sport.</li><li>2. Responses to interview questions from experienced coaches on the motivation in sport</li><li>3. Synthesis of motivational aspects in sport.</li></ol>
2	Analysis-Reaction papers (7); Motivation and Attribution Activity; 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Summary Paper	Based on: <ol style="list-style-type: none"><li>1. Written review, reaction, and reflection to assigned readings that discuss motivation in sport.</li><li>2. Responses to interview questions from experienced coaches on motivation in sport</li><li>Synthesis of motivational aspects in sport.</li></ol>
3	Analysis-Reaction papers (7); Motivation and Attribution Activity; 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Summary Paper	Based on: <ol style="list-style-type: none"><li>1. Written review, reaction, and reflection to assigned readings that discuss the relationship between performance and motivation in sport.</li><li>2. Responses to interview questions from experienced coaches on the performance-motivational relationship in sport</li><li>3. Synthesis of motivational aspects in sport.</li></ol>
4	Analysis-Reaction papers (7); Motivation and Attribution Activity; 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Summary Paper	Based on: <ol style="list-style-type: none"><li>1. Written review, reaction, and reflection to assigned readings that discuss the group dynamics in sport.</li><li>2. Responses to interview questions from experienced coaches on the group dynamics in sport</li><li>3. Synthesis of group dynamics in sport.</li></ol>



5	Analysis-Reaction papers (7); Motivation and Attribution Activity; 10-day Journal; Philosophy of Coaching paper; Successful Coach Interview; Summary Paper	Based on: 1. Written review, reaction, and reflection to assigned readings that discuss the motivation of the participant in sport. 2. Responses to interview questions from experienced coaches on motivational influences and behaviors 3. Synthesis of motivational technique.
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### **Grading Policies and Rubrics**

375 total points possible

375 – 335 = A

334 – 295 = B or Credit Grade

Below 295 points = no credit

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### **Major Assignments**

1. Analysis-Reaction Papers (7 x 25 pts. ea.)	175 points
2. Motivation and Attribution Activity	50 points
3. 10-day Journal	50 points
4. Philosophy of Coaching - Motivation	50 points
5. Successful Coach Interview	50 points
6. Summary Paper – Motivation	100 points

### **Rubric for Evaluating Assignments**

1. Analysis-Reaction Paper	5	10	15	20	25
<ul style="list-style-type: none"> <li>• Provided a complete and thorough review of the important elements of the reading selection.</li> <li>• Personal position is identifiable, reasonable, and sound.</li> <li>• Review showed strong understanding of attitudes, values, and beliefs expressed in the article.</li> <li>• Synthesis of information demonstrates critical thinking.</li> </ul>	Comments:				
2. 10 Day Journal	10	20	30	40	50

Presentation represents a high-quality graduate level work. <ul style="list-style-type: none"> <li>• Observations are recorded and relevant to the topic.</li> <li>• Followed required format of presentation.</li> <li>• Position is one chosen/researched from a sound perspective that integrates the topic of moral and character formation.</li> </ul>	Comments:
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3. Philosophy of Coaching – Motivation Paper	10	20	30	40	50
Presentation represents a high-quality graduate level work: <ul style="list-style-type: none"> <li>• Writer’s voice is distinctive while being appropriate to task and audience.</li> <li>• Followed required format of presentation.</li> <li>• Each required section was adequately presented and developed.</li> <li>• Content provided practical examples that give the reader a clear sense of your position.</li> <li>• Thesis supported by a variety of relevant facts, examples, &amp; illustrations from experience, references to related readings, etc.</li> </ul>	Comments:				

4. Coaches Interview - Motivation	10	20	30	40	50
Presentation represents a high-quality graduate level work: <ul style="list-style-type: none"> <li>• Writer’s voice is distinctive while being appropriate to task and audience.</li> <li>• Followed required format of presentation.</li> <li>• Each required section was adequately presented and developed.</li> <li>• Content provided practical examples that give the reader a clear sense of your position.</li> <li>• Thesis supported by a variety of relevant facts, examples, &amp; illustrations from experience, references to related readings, etc.</li> </ul>	Comments:				

5. Summary Paper – Motivation Plan	20	40	60	80	100
Presentation represents a high-quality graduate level work: <ul style="list-style-type: none"> <li>• Writer’s voice is distinctive while being appropriate to task and audience.</li> <li>• Followed required format of presentation.</li> <li>• Each required section was adequately presented and developed.</li> <li>• Content provided practical examples that give the reader a clear sense of your position.</li> <li>• Thesis supported by a variety of relevant facts,</li> </ul>	Comments:				

examples, & illustrations from experience, references to related readings, etc.	
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A score of **25 (Analysis-Reaction Paper); 50 (10 Day Journal, Philosophy of Coaching, Coaches Interview); 100 (Summary Paper)** indicates my work is distinguished: all elements thoroughly detailed, clearly explained, and coherently presented.

A score of **20 (Analysis-Reaction Paper); 40 (10 Day Journal, Philosophy of Coaching, Coaches Interview); 80 (Summary Paper)** indicates my work is proficient: all elements detailed, explained, and presented; few formatting errors present.

A score of **15 (Analysis-Reaction Paper); 30 (10 Day Journal, Philosophy of Coaching, Coaches Interview); 60 (Summary Paper)** indicates my work is adequate: elements somewhat vague or not completely explained; some formatting errors present.

A score of **10 (Analysis-Reaction Paper); 20 (10 Day Journal, Philosophy of Coaching, Coaches Interview); 40 (Summary Paper)** indicates my work is limited: missing key elements; numerous errors distracted from paper's clarity and content.

A score of **5 (Analysis-Reaction Paper); 10 (10 Day Journal, Philosophy of Coaching, Coaches Interview); 20 (Summary Paper)** indicates my work is inadequate: I did not complete the task as assigned; errors block paper's understanding.

#### **Instructor/Student Contact - Distance Learning Courses:**

1. Student makes contact with the instructor upon receipt of all course materials.
2. Student is to contact the instructor at any time during the course to answer questions or to discuss any point found interesting relative to the specific assignments.
3. Student is to contact the instructor upon completion of the Coaches Interview and prior to beginning the Summary Paper – Character Plan to answer questions or to discuss any point found interesting relative to the specific assignments.
4. All assignments are sent to the instructor upon completion of the course.

These contacts are designed to offer an opportunity for the student and instructor to discuss aspects of the course content. Contact can be via email, posted on a web discussion board (if included in the course), or phone.

#### **Grading Options**

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. The instructions for submitting the online grading form are as follows:

#### **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were

sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Once you have completed the coursework, you may either mail all completed assignments to the following address:

**Dr. Dennis Janzen  
Fresno Pacific University  
5478 Night Heron Drive  
Blaine, WA. 98230**

**Or email all of your completed work once everything is completed to:  
[djanzen@fresno.edu](mailto:djanzen@fresno.edu) (PREFERRED)**

### **References/ Resources**

#### **Websites – Motivation and Coaching**

**These carefully selected web pages contain very useful material to assist your efforts in gaining understandings for motivation. There is a lot in this list that you can use as the basis for class discussions, writing assignments and student activities.**

**Motivation 4 Athletes** - <http://www.motivation4athletes.com/>

**Competitive Advantage** - <http://www.competitivedge.com/>

**Motivation and Feedback in Coaching** - <http://www.brianmac.co.uk/articles/scni34a1.htm>

#### **Suggested Additional Readings**

Ames, C. (1984). Competitive, cooperative, and individualistic goal structures: A cognitive-motivational analysis. In R. Ames & C. Ames (Eds.), *Research on motivation in education. Vol. 1: Student Motivation* (pp. 177-208). Greenwich, CT: Academic Press.

Ames, C. (1992). Achievement Goals, motivational climate, and motivational processes. In G.C. Roberts (Ed.), *Motivation in sport and exercise* (pp. 161-176). Champaign, IL: Human Kinetics.

Buchan, F., & Roberts, G.C. (1991). *Perceptions of success of children in sport*. Unpublished manuscript, University of Illinois.

Coughlin, D. J. (1982). *The national youth sports program: A service delivery assessment*. Final report prepared for the U.S. Department of Health and

Human Services, Office of Inspector General.

- Duda, J.L. (1989). Relationship between task and ego orientation and the perceived purpose of sport among high school athletes. *Journal of Sport and Exercise Psychology*, 11, 318-335.
- Duda, J.L. (1992). Motivation in sport settings: A goal perspectives approach. In G.C. Roberts (Ed.), *Motivation in Sport and Exercise* (pp. 57-91). Champaign, IL: Human Kinetics.
- Duda, J.L. (1993). Goals: A social-cognitive approach to the study of achievement motivation in sport. In R.N. Singer, M. Murphey, & L.K. Tennant (Eds.), *Handbook of research on sport psychology* (pp. 421-436). New York: MacMillan.
- Duda, J.L., & Nicholls, J.G. (1992). Dimension of achievement motivation in schoolwork and sport. *Journal of Educational Psychology*, 84(3), 290-299.
- Ewing, M.E. (1981). *Achievement motivation and sport behavior of males and females*. Unpublished doctoral dissertation, University of Illinois, Urbana.
- Falla, J. (1981). *NCAA: The voice of college sports*. Mission, KS: National Collegiate Athletic Association.
- Guidelines for the National Summer Youth Sports Program* (1969). Conducted by selected institutions of higher education, the National Collegiate Athletic Association and the United States Government.
- Guidelines for the 1996 National Youth Sports Program* (1996). Conducted by selected institutions of higher education, the National Collegiate Athletic Association, U.S. Department of Health and Human Services, Administration for Children and Families, Office of Community Services.
- McAuley, E., Duncan, E.T., & Tammen, V.V. (1989). Psychometric properties of the Intrinsic Motivation Inventory in a competitive sport setting: A confirmatory factor analysis. *Research Quarterly for Exercise and Sport*, 60, 48-58.
- Nicholls, J.G. (1984a). Achievement motivation: Conceptions of ability, subjective experience, task choice, and performance. *Psychological Review*, 91, 328-346.
- Nicholls, J.G. (1984b). Conceptions of ability and achievement motivation. In R. Roberts, G.C. (1984). Achievement motivation in children's sport. In J.G. Nicholls (Ed.), *Advances in motivation and achievement: Vol. 3. The development of achievement & motivation* (pp. 251-281). Greenwich, CT: JAI Press
- Roberts, G.C. (1992a) Motivation in sport and exercise: Conceptual constraints

and convergence. In G.C. Roberts (Ed.) *Motivation in sport and exercise* (pp. 3-29). Champaign, IL: Human Kinetics.

Roberts, G.C. (Ed.) (1992b). *Motivation in sport and exercise*, Champaign, IL: Human Kinetics.

Roberts, G.C. (1993). Motivation in sport: Understanding and enhancing the motivation and achievement of children. In R.N. Singer, M. Murphey, & L.K.

Tennant (Eds.), *Handbook of research on sport psychology* (pp. 405-420). New York: MacMillan.

Roberts, G.C., & Balague, G. (1989, August). *The development of a social-cognitive scale of motivation*. Paper presented at the Seventh World Congress of Sport Psychology. Singapore.

Roberts, G.C., Hall, H.K., Jackson, S.A., Kimiecik, J.C., & Tonymon, P. (1995). Implicit theories of achievement and the sport experience: Effect of goal orientations on achievement strategies and perspectives. *Perceptual and Motor Skill*, 81(1), 219-224.

Roberts, G.C., Treasure, D.C., & Kavussanu, M. (1996). Orthogonality of achievement goals and its relationship to beliefs about success and satisfaction in sports. *The Sport Psychologist*, 10(4), 398-408.

Seifriz, J.J., Duda, J.L., & Chi, L. (1992). The relationship of perceived motivational climate to intrinsic motivation and beliefs about success in basketball. *Journal of Sport and Exercise Psychology*, 14(4), 375-391.  
Steinberger, E. D. (1992). *Margaret Wheatley in leadership for change*. The School Administrator, p. 16-20.

Walling, M.D., Duda, J.L., & Chi, L. (1993) The Perceived Motivational Climate in Sport Questionnaire: Construct and predictive validity. *Journal of Sport and Exercise Psychology*, 15(2), 172-183.

For additional research articles related to motivation in sport, go to [www.athleticinsight.com](http://www.athleticinsight.com)

### **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

## CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

## FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.

**Other Courses Offered by this Instructor**

<http://ce.fresno.edu/cpd/dennis-janzen/>