I. COURSE DESCRIPTION

The course provides an interdisciplinary approach to the qualitative analysis of human movement. Emphasis will be placed on the utilization of video capture and motion analysis software.

II. RATIONALE

The course is designed to provide students with a systematic approach for the qualitative analysis of human motion.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS

NA

IV. TExES COMPETENCIES & CAATE COMPETENCIES & PROFICIENCIES

NA

V. COURSE OBJECTIVES AND LEARNING OUTCOMES

As a result of successfully completing this course, the student will be able to:
1. Distinguish between quantitative and qualitative approaches for analyzing human movement.
2. Explain why qualitative analysis should be an interdisciplinary process.
3. Describe the four tasks of an integrated qualitative analysis model.
4. Identify the differences between comprehensive and observational models of qualitative analysis.
5. Explain the contributions of kinesiology subdisciplines to the development of qualitative analysis.
6. Discuss the limitations of the senses in gathering information for qualitative analysis.
7. Define perception.
8. Describe four perceptual tasks as levels of decoding movement information.
9. List the components of perception and how they relate to qualitative analysis.
10. Identify areas of prerequisite knowledge that are important in the preparation task of qualitative analysis.
11. Define the critical features and explain how they are identified in the preparation task of qualitative analysis.
12. Explain how preparation in qualitative analysis is related to effective teaching and systematic observation.
13. Explain why evaluation of performance errors is necessary for qualitative analysis.
14. Discuss the four major difficulties in evaluating strengths and weaknesses of performance.
15. Identify the variety of intervention strategies used in qualitative analysis to improve performance.
16. Identify research-supported guidelines for the provision of augmented verbal feedback.
17. Describe how to develop appropriate cue words and phrases.
18. Illustrate an integrated approach to qualitative analysis of selected motor skills.
19. Develop skill in the qualitative analysis of videotaped movements.
20. Generalize qualitative analysis skills to live movement conditions.
21. Develop skill in applying integrated qualitative analysis to a variety of real-world problems.
22. Describe the uses of videotape replay for extending observational power within qualitative analysis.

VI. COURSE TOPICS

1. Interdisciplinary nature of qualitative analysis.
2. Role of models in qualitative analysis.
3. Role of senses and cognition in qualitative analysis.
4. Preparation: gathering relevant knowledge.
5. Observation: developing a systematic observational strategy.
10. Dartfish videotape replay within qualitative analysis.

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

A. Traditional Experiences: lecture, discussions, instructor demonstrations, video, student presentations.
B. Lab Experiences: video capture, Dartfish software, Blackboard.

VIII. EVALUATION AND GRADE ASSIGNMENTS

COURSE REQUIREMENTS
1. Successful completion of quizzes and written exams.
2. Complete all written assignments.
3. Complete all laboratory assignments and maintain a notebook of lab results and experiences.
4. Complete a biomechanical analysis of selected human movement or sport skill.
5. Demonstrate computer proficiency in Dartfish motion analysis software.
6. **NOTE:** Late assignments will not be accepted. All written work must exhibit a college level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted.

**EVALUATION**

1. Tests (2) 100 pts. ea. 40%
2. Quizzes (10) 20%
3. Motion Analysis Project 20%
4. Written Assignments 20%

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% or less</td>
</tr>
</tbody>
</table>

**DEFINITION OF GRADES**

Grades are distributed according to the following criteria:

**A** Your work obviously stands out from that of the normal body of students. You serve as a role model for how the assignment should be carried out. You are creative and energetic, expanding the boundaries of the assignment.

**B** You exceed expectations. Your preparation and delivery serve as examples of the proper concepts and practices. All of the required material is plainly in evidence, and your work is fluid and smooth.

**C** You complete an assignment that the average student, working the average amount of time should be expected to prepare. Your work is complete but in no way exceptional or deserving of extra attention.

**D** You demonstrate that you understood the assignment, but constructed and presented the material in a less than satisfactory way. Your performance was sub-standard relative to normal expectations.
You either fail to do the assignment or your work is too far below acceptable standards to merit any consideration. You either completely miss the point of the assignment or disregard critical elements of it.

IX. COURSE SCHEDULE AND POLICIES

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Interdisciplinary nature of qualitative analysis.</td>
</tr>
<tr>
<td>2.</td>
<td>Role of models in qualitative analysis.</td>
</tr>
<tr>
<td>3.</td>
<td>Role of senses and cognition in qualitative analysis.</td>
</tr>
<tr>
<td>4.</td>
<td>Preparation: gathering relevant knowledge.</td>
</tr>
<tr>
<td>5.</td>
<td>Observation: developing a systematic observational strategy.</td>
</tr>
<tr>
<td>6.</td>
<td>Observation: developing a systematic observational strategy.</td>
</tr>
<tr>
<td>7.</td>
<td>Test I: Chapter 1-5</td>
</tr>
<tr>
<td>8.</td>
<td>Evaluation and diagnosis: critical thinking within qualitative analysis.</td>
</tr>
<tr>
<td>11.</td>
<td>Theory into practice situations.</td>
</tr>
<tr>
<td>12.</td>
<td>Dartfish videotape replay within qualitative analysis.</td>
</tr>
<tr>
<td>13.</td>
<td>Dartfish videotape replay within qualitative analysis.</td>
</tr>
<tr>
<td>14.</td>
<td>Motion Analysis Presentations</td>
</tr>
<tr>
<td>15.</td>
<td>Motion Analysis Presentations</td>
</tr>
<tr>
<td>16.</td>
<td>Test II: Chapters 6-10</td>
</tr>
</tbody>
</table>

ATTENDANCE POLICY
Students are required to punctually attend all class meetings (when applicable) and complete all assignment deadlines. Excused absences are limited to participation in a TAMUCC sanctioned event or participation in a religious holy day as outlined in the University catalog. Any assignment, quiz, or test missed due to a TAMUCC sanctioned event must be completed prior to
the absence. Coursework, assignments, and quizzes may not be made up due to tardiness. **Consistent attention to assignment instructions and submission deadlines is critical to the successful completion of this course.**

**STUDENT CONDUCT**
Professional behavior is expected of all students. Inappropriate course conduct (cursing, disruption, etc.) may result in a reduced final grade or failure of the course. **NOTE: Please be aware that no food or drink (including water) is allowed in the lab. Please leave all food or drink outside of the classroom.**

**NOTE: Printing online tests and/or quizzes is strictly prohibited.**

**X. TEXTBOOK (required)**


**XI. BIBLIOGRAPHY**


XII. GRADE APPEALS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment.
If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed (See XII above).

XIII. DISABILITIES ACCOMMODATIONS

Americans with Disabilities Act (ADA) - The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall (CCH) 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

KINE 5327-Qualitative Motion Analysis
Syllabus Acknowledgment Form

I, (print name) ___________________________________________, certify by my signature that I have read and understand the class policies that have been presented in the class syllabus for KINE 5327-Qualitative Motion Analysis at Texas A&M University-Corpus Christi.

Signature _______________________________ Date __________________