I. Course Description: This is Kine: 2313.001, Foundations of Kinesiology. This class will provide an overview of the field of kinesiology which includes the history, philosophy, principles, and current concepts of kinesiology and career options.

II. Rationale: This course provides students a historical background and a knowledge base crucial for their professional pursuits. In addition, this course will prepare students for the variety of career options in kinesiology, and prepare those seeking teacher certification.

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

1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES Competencies

Competency 001 - The teacher understands and applies principles of motor development and learning
Competency 006 – The teacher understands major body systems, principles of physical fitness, development and training, and the benefits of healthy, active lifestyle.
Competency 007 – The teacher understands principles and activities for developing and maintaining cardiovascular endurance.
Competency 008 - The teacher understands principles and activities for developing and maintaining flexibility, posture, muscular strength and endurance.
Competency 009 – The teacher understands health and wellness concepts, including those related to nutrition, weight control, and stress management, and analyzes ways in which personal behaviors influence health and wellness.

V. Course Objectives:

• To explain the meaning, significance and scope of kinesiology
• To discuss the spheres of scholarly study that constitutes kinesiology.
• To experience the meaning of kinesiology firsthand.

VI. Course topics:

The major topics that will be discussed will include:

• The historical foundations and philosophies that created the backbone of sport, physical education and kinesiology.
• Current and future issues within the profession.
• Careers within the field and requirements of working within these fields.
• Professional organizations within the field of sport, physical education and kinesiology.

VII. Instructional Methods and Activities
• Traditional Experiences: Lecture, discussion, demonstration, video, guest speaker
• Clinical Experiences: Cooperative group activities and student presentations
• Field Experiences: Service learning opportunities

VIII. Evaluation and Grade Assignment:
A. Course evaluation is based upon the assessment of each student's mastery of the course content (knowledge), and mastery of selected skills. Knowledge and skills are evaluated by written examinations, course assignments, and service learning opportunities. Grades are awarded according to the EARNED percentage of the FINAL MAXIMUM POINT TOTAL.

B.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>100Pts</td>
</tr>
<tr>
<td>6 Quizzes (10 pts each)</td>
<td>60Pts</td>
</tr>
<tr>
<td>Degree Works Assignment</td>
<td>40Pts</td>
</tr>
<tr>
<td>Group Assessment</td>
<td>100Pts</td>
</tr>
<tr>
<td>11 Response Assignments (10pts each)</td>
<td>110Pts</td>
</tr>
<tr>
<td>Final paper</td>
<td>100Pts</td>
</tr>
<tr>
<td><strong>Exams (3) @ 100 pts each</strong></td>
<td><strong>300 Pts</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>810Pts</strong></td>
</tr>
</tbody>
</table>

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 50-59%

“Students majoring in Kinesiology must complete ALL kinesiology/health-related courses (e.g. courses with a KINE or HLTH prefix) with a grade of “C” or better (page 155, Undergraduate Catalog 2009-2010).

Initial Responses to the Chapter (s) Reading
This learning activity requires you to read the reading assignment and post an initial reflection/response to the reading by the due date/time posted in the course schedule. Initial responses to the chapter(s) reading are required to add value and substance to the online conversation. Rather than just writing "I agree," write "I agree because...." It is the explanation of the "because" that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, their classmates, or any of the authors cited in the materials presented—but any university student should be able to explain the reason for their agreement or disagreement.

In every post, do one or more of the following:
• Agree with the author and explain why you agree.
• Disagree with the author and explain why you disagree.
• Provide a different perspective to the reading.
• Provide a different reference for the reading.
• Provide a different perspective of the ideas in the reading.
• Provide a different example for the application of the ideas in the reading.
• Apply the ideas in the reading to a different set of circumstances.
• Tell a story about how the topic relates to your life.
• Explain how you will apply the ideas in the reading to your future classroom or students.
• Explain how the ideas in the reading might have unintended consequences in the future.

Remember that the written reflections you share with us are open ended conversations shared with classmates, not summaries of the readings BUT a discussion about your understanding of the reading. The thinking you share with the class does not have to be a well-organized essay, but it must demonstrate that you have reflected on what you have read.
You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

IX. Course Schedule (This schedule is tentative and can change at any time. It is up to you to be aware of any changes discussed in class).

A. Week 1
- Review of the Syllabus-Intro to class (Wednesday)
Week 2- Unit 4 Focus (chapter 1, 14, 15, 16, 17)
- NO CLASS!! Labor day (Monday)
- Degree Works Assignment/Introduction to Kinesiology (Ch.1) (Wednesday)
Chapter 1 discussion response and 2 peer responses due on 9/5 by 11:59pm
Quiz 1-Chapter 1 due by 9/5 by 11:59pm

Week 3
- Health & Wellness (Ch.14) (Monday)
- Physical Fitness (Ch. 15) (Wednesday)
Chapter 14 and 15 initial responses are due on by 5:00pm
2 peer responses due on by 11:59pm
Quiz 2 (chapter 14 &15) due on by 11:59pm

Week 4
- Nutrition Connection (Ch. 16) (Monday)
- Cont. Nutrition, Weight Management (Ch. 17) (Wednesday)
Chapter 16 and 17 initial responses are due on by 5:00pm
2 peer responses due on by 11:59pm
Quiz 3 (chapters 16 and 17) due on by 11:59pm

Week 5
- Review for test 1 (Monday)
- Test #1 (Chapters 1, 14, 15, 16, 17) (Wednesday)

Week 6- Unit 5 (Chapters 18, 20, 21,)
- The Mental Side of Human Performance (Ch. 18) (Monday)
1- Cont. Ch. 18/Speaker/Lab time (Wednesday)
Chapter 18 Initial responses due on by 5:00pm
2 peer responses due on by 11:59 pm
Quiz 4 (chapter 18) due on by 11:59pm

Week 7
- Physical Activity & Sport Issues (Ch. 20) (Monday)
Philosophy of Sport (Ch. 21) (Wednesday)
Chapters 20 and 21 initial responses are due on by 5:00pm
2 peer responses due on by 11:59pm
Quiz 5 (chapters 20 and 21) due on by 11:59pm

Week 8
- Review for Test 2
- Test # 2 (Chapters 18, 20, 21)

Week 9- Unit 2 (Chapters 4, 5, 7)
- Muscle Structure and Function (Ch. 4) (Monday)
- Cont. Chapter 4 (Wednesday)
Chapter 4 initial response due on by 5:00pm
2 peer responses due by 10/22 by 11:59 pm

Week 10
- Muscles at Work (Chapter 5) (Monday)
- Cont. Muscles at Work (Chapter 5) (Wednesday)
Chapter 5 initial response due on by 5:00pm
2 peer responses due by 10/29 by 11:59pm

Week 11 (11/7 is the last day you can drop this class)
- The Heart and Lungs at Work (Chapter 7) (Monday)
Group project assessment (Wednesday)
Chapter 7 initial response due on by 5:00pm
Week 12 Unit 3 (Chapters 8, 10, 13)
- How Do I Move? The Science of Biomechanics (Ch.8) (Monday)
- Cont chapter 8 (Wednesday)

Chapters 8 initial responses are due on by 5:00pm
2 peer responses are due on by 11:59pm

Week 13
- Growth, Motor Development, and Physical Literacy (Ch.10) (Monday)
- Cont Chapter 10 (Wednesday)

Chapter 10 initial response due on by 5:00pm
2 peer responses due on by 11:59pm

Week 14
- Motor Learning in Practice (Ch.13) (Monday)
- Cont. Ch. 13 and review (Wednesday)

Chapter 13 initial response due on by 5:00pm
2 peer responses due on by 11:59pm
Quiz 6 (Chapters 8, 10, 13) due on by 11:59pm

Week 15
- Test 3 (Chapter 8, 10, 13)

Final Exam- 4:30pm-7:00pm

B. Policies:

Attendance/Tardiness
Attendance is required and expected. No points will be deducted for the actual absence, but students will only be allowed to make up class product (e.g. test, and quizzes) if the absence is due to a religious holiday, or the student is on approved university business (e.g. athletic travel, student research conferences). However, in such cases if the professor is not notified ahead of time students will not be allowed to make up missed work. Regardless if the student is excused or not they are responsible for the material covered (e.g. assignments, homework, and group work). Students should contact their fellow classmates find out what they missed. If a situation arises for a student beyond what is identified above that causes them to miss class product they must the professor will decide if the situation warrants a make-up. However, as a matter of practice only tests and major assignments may be made up. Please do not come to class late. However, if you arrive do please enter in a professional and polite manner. Please be advised that quizzes start at the beginning of class. Therefore, in an effort to not take away from the class time of those people who made it on time, tardy students will not be allowed to take the quiz. In addition, if a student is tardy for a major test they may start the test but the time frame for the test will not be extended.

Late work and Make up-Exams:
No late work or make up exams will be accepted unless there is extenuating circumstances that can be validated.

Extra Credit:
There is no extra credit in this class.

Cell Phones/Electronic Device Usage:
Cell phones should be turned off or on silent during class out of mutual respect for your peers and professor. Electronic devices are encouraged as long as they pertain to the topic at hand and serve an educational purpose.

Academic Integrity/Plagiarism:
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.
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.

**Dropping a Class:**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (Include date for semester) is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**

**Classroom/professional behavior:**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations**
The Americans with Disabilities Act (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 disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**X. Text**

**XI. Bibliography**