Instructor: Misty Kesterson
Class Meetings:
Misty Kesterson
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I. Course Description: 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

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.

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.

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

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

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 PHYSICAL EDUCATION STANDARDS (EC-12)

- 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.
- Competency 011: The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students’ development in various domains (e.g., cognitive, social, emotional).
• Competency 012: The teacher understands the structure, organization, goals and purposes of physical education programs.

PROGRAM STUDENT LEARNING OUTCOMES

A. BS in Athletic Training
   1. National Competencies & Proficiencies for Athletic Training (CAATE 4th Ed.)
   2. Depth and breadth of knowledge-state licensure.

B. BS Kinesiology EC-12 Kinesiology
   1. Knowledge of movement skills
   2. Knowledge of health-related physical fitness
   3. Knowledge of physical education programs

C. BS Kinesiology Exercise Science
   1. Knowledge of fitness and exercise
   2. Knowledge of anatomy and physiology

D. BS Kinesiology Pre-PT/OT
   1. Knowledge of Anatomy and Physiology
   2. Knowledge of fitness and exercise
   3. Knowledge of preventive care
   4. Knowledge of rehabilitation of injuries

E. BS Kinesiology Sport Management
   1. Knowledge of effective personnel management
   2. Knowledge of sports marketing
   3. Knowledge of accounting practices

V. Course Objectives/Student Learning Outcomes

This course is designed to enable students to:

• 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:

A. This is a hybrid/blended course where course content is delivered online in conjunction with class meetings.
B. Online Experiences: All tests, quizzes and assignments are detailed in the Assignment tool and Assessment section.
C. In class experience include lecture, demonstration, video, guest speaker, guided discovery, lab exercises.
D. High Impact Practices:
   1. Cooperative group activities - Discussion
   2. Student presentations
   3. Service learning opportunities
4. Guided Discovery
5. Lab exercises

VIII. Evaluation and Grade Assignment:
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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Service Learning Project</td>
<td>10%</td>
</tr>
<tr>
<td>Written Assignments 4 @ 25 pts each</td>
<td>20%</td>
</tr>
<tr>
<td>Exams (4) @ 50 pts each</td>
<td>40%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 50-59%

“Students majoring in Kinesiology must complete ALL kinesiology (e.g. courses with a KINE) with a grade of “C” or better.

IX. Course Schedule and Policies:
A. 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).

| Week #1 | Review of the Syllabus, Intro to Kinesiology (Ch. 1) |
| Week #2 | Ch. 2 Philosophy, Goals and Objectives; Coach Carter, Coach Carter/Leadership |
| Week #3 | Ch. 3 Role in Society, Debate, Service Learning, Philosophy Due |
| Week #4 | Ch. 4 Historical Foundations, History Video, Test #1, Sport History Discussion Due |
| Week #5 | Ch. 5 Motor Behavior, Motor learning activity, Service learning |
| Week #6 | Ch. 6 Biomechanical Foundation, Biomechanical Study, Service learning |
| Week #7 | Ch. 7 Exercise Physiology, Exercise physiology lab, Test #2 |
| Week #8 | Ch. 8 Sociological Foundations, Sociology Video, Service Learning |
| Week #9 | Ch. 9 Sport and Exercise Psychology, Ch. 10 Sport Pedagogy, Service learning |
| Week #10 | Ch. 11 Career and Professional Development, Ch. 12 Teaching and Coaching Careers, Service learning, Cover letter/Resume’ due |
| Week #11 | Test #3, Ch. 13 Fitness & Health Related Careers, Service Learning |
| Week #12 | Ch. 14 Sports Careers, Ch. 15 Issues, Challenges and Future Trends, Test #4 |
| Week #13 | Service Learning Presentations, Career Investigations due |
| Final   | Service Learning Presentations |

Service Learning Opportunities
- Boys & Girls Club
- YMCA/Miracle League
- Special Olympics
- MEND program
B. Class Policies (Must include the following policies (italicized and in bold) in relation to your course.)

Attendance/tardiness
Attendance is required for each class. Students are expected to arrive to class on time and to participate in class discussions and activities. Please be on time as a courtesy to your professor and others. If you are going to be absent or late the instructor should be notified at the earliest opportunity. The student is responsible for informing the instructor if class attendance will be affected by “approved university business”.

In order for absences to be excused by the instructor and for a make-up activity opportunity to be approved, the student must provide the instructor reasonable warning of the absence at the earliest opportunity (such as a schedule of out-of-town games). Documentation of university-approved commitments is required by the instructor. Documentation for absences due to personal emergencies may be requested by the instructor. Make up opportunities will NOT be permitted for class-work or assignments missed due to UNEXCUSED absences, late arrivals or early departures. More than THREE (3) unexcused absences during the semester will result in the following consequences:

1. The student will be denied make-up opportunities with each UNEXCUSED absence.
2. The instructor will schedule a conference with the student to discuss meeting class responsibilities with the THREE (3) unexcused absence.

These policies are for your benefit and growth. As you are registered and committed to this class, I am committed to helping you to the best of my ability. If you are unwilling to be responsible for your own learning then you need to understand there are consequences that may affect your grade.

Late work and Make-up Exams
Assignments are due the day they are scheduled to be due at the time they are scheduled. MAKE-UP EXAMS are given only under dire circumstances in which prior permission from the instructor is required.

Extra Credit

Cell Phone/Electronic Device Usage
It is inappropriate to have cell phones active during class and will not be tolerated. Failure to observe this policy will result in being asked to leave the class.

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, falsification, forgery, complicity 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, such as dismissal from the program or from the University.

See the University Catalog for more information.

**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 – APA Format**

[https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**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.

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

**X. Text**

**XI. Bibliography**
KINE 2313 Foundations of Kinesiology
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 4308 Facility Design and Plan in Recreation.

Signature ______________________________________ Date ____________________