I. Course Description

The required laboratory course with KINE 4327. The demonstration and application of mechanical factors and principles affecting human motion. Qualitative and quantitative analysis of human motion with emphasis on sport and fitness activities. Lab fee required. KINE 4127 must be taken concurrently with KINE 4327.

II. Rationale

The course provides students with a fundamental knowledge of biomechanics and its practical application to the qualitative and quantitative analysis of human motion.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

A. 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.

B. 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.

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

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

E. 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. TEExES Competencies (if applicable)

A. TEExES COMPETENCIES

Domain II - HEALTH-RELATED PHYSICAL FITNESS

Competency 006 - The teacher understands major body systems, principles of physical fitness development and training, and the benefits of a healthy, active lifestyle.
Domain III - THE PHYSICAL EDUCATION PROGRAM

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.

A. NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING (CAATE 4th Ed.)

Diagnosis Competencies Taught & Evaluated

DI-C4: Explain directional terms and cardinal planes used to describe the body and the relationship of its parts.

V. Course Objectives/Student Learning Outcomes

This course is designed to enable students to:

1. Distinguish between quantitative and qualitative approaches for analyzing human movement.
2. Identify examples of linear, angular, and general forms of human motion.
3. Identify different types of mechanical loads on the human body.
4. Explain the effects of Newton's laws of motion and gravitation on human motion.
5. Explain the factors which affect friction in human motion.
6. Explain the impulse-momentum relationship.
7. Explain the significance of center of gravity location in the human body.
8. Explain how fluid forces affect the path or trajectory of a body in motion.
9. Explain the planes of motion and types of human levers.
10. Identify the major muscles and muscle groups of the human body, and relate muscle/joint function to physical education and sport activities.
11. Apply basic principles of biomechanics to fundamental sports skills and movement patterns.
12. Analyze selected movement patterns and sport skills.
13. Identify and explain equipment and techniques used in the analysis of human movement.
14. Identify and correct movement deficiencies of a structural, neurological, or mechanical nature.

VI. Course Topics

The major topics to be considered are:

1. Dartfish Mediabooks
2. Dartfish video functions
3. Dartfish basic tools
4. Vicon Motion Analysis
5. Capturing and importing video
6. Advanced Dartfish tools
7. EMG uses
8. Forces/Force plate
9. Contraction Type/Biodex
10. Forces/Pressure and walking/running
11. Gait analyses

VII. Instructional Methods and Activities
(Methods and activities should be correlated with objectives/outcomes)

Methods and activities for instruction include:
A. Traditional Experiences: lecture, discussions, instructor demonstrations, video, student presentations
B. Lab Experiences: video capture, Dartfish software, Blackboard

VIII. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:
A. Methods and Percentage of Final Course Grade Each Assessment Constitutes
   1. Traditional Assessment: Attendance/Participation (10 = 100pts) 50%
   2. Performance Assessment: Biomechanics Presentation (100pts) 50%

B. Grading Scale
   90-100% = A
   80-89% = B
   70-79% = C
   60-69% = D
   Below 60% = F

IX. Course Schedule and Policies
   Week 1- Intro- Dartfish Module/ tools: Media book
   Week 2-4- Dartfish tools: mosaic, splitscreen, clone
   Week 5-8- Dartfish tools: Line, angle, distance
   Week 9-12- Dartfish tools: time, blend, independent work
   Week 13-16- Projects/Presentations

B. Class Policies
   Attendance/tardiness
   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
Late work and Make-up Exams
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.

Extra Credit
There is no extra credit.

Cell Phone/Electronic Device Usage
Cell phones are not to be used in class and must be either turned off or set to vibrate during 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

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
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. 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. Required or Recommended Readings
    Textbook: N/A
    Recommended or Supplemental Reading: N/A
XI. Bibliography

The knowledge bases that support course content and procedures include:

XII. List of Supplies
USB Flash drive