I. COURSE DESCRIPTION
This course is an analysis of the skeletal, muscular, and neurological structure and functional aspects of human movement with emphasis on sport and fitness activities. The web-based format will provide both information and some practical application to real life situations.

Prerequisites: BIOL 2401 and KINE 1320 or KINE 2313

II. RATIONALE
Kinetic Anatomy is an introductory/survey course designed to provide students with the basic knowledge of human anatomy, including how the skeletal, muscular and neurological systems integrate to produce movement. Knowledge gained from this class would lay the foundation for understanding subsequent movement-specific course work, including Biomechanics.

III. Course Topics
The following major topics will be reviewed:
1. Structures
2. Movement
3. The Shoulder
4. The Elbow and Forearm
5. The Wrist and Hand
6. Nerves/Blood Vessels of The Upper Extremity
7. The Spinal Column and Pelvis
8. The Thorax
10. The Hip and Thigh
11. The Knee
12. The Lower Leg, Ankle, and Foot

IV. COURSE OBJECTIVES AND LEARNING OUTCOMES
At the conclusion of this course, students will be able to:
1. Define the term "kinesiology."
2. Understand the difference between a narrow and broad interpretation of "kinesiology" in the professions.
3. Identify and describe the reference positions, planes, and axes associated with the human
Identify the terminology used to describe body part locations, reference positions, and anatomical directions.
5. Categorize joints based on structure and movement capabilities.
6. Explain the functions of articular cartilage and fibrocartilage.
7. Identify factors contributing to joint stability and flexibility.
8. Identify the basic behavioral properties of the musculotendinous unit.
9. Explain how skeletal muscles function to produce coordinated movement of the human body.
10. Identify muscles that are active during specific upper extremity movements.
11. Identify exercises that strengthen the upper extremities.
12. Identify muscles that are active during specific lower extremity movements.
13. Identify exercises that strengthen the lower extremities.
14. Identify muscles that are active during specific spine movements.
15. Identify exercises that strengthen the spine.
16. Describe the segmental movements occurring in a multi-joint activity or sport skill.
17. Demonstrate computer proficiency through the use of word processors, spreadsheets, kinesiology software, electronic mail, and the Internet.

V. Instructional Methods and Activities
   A. Traditional Experiences (Quizzes, exams; discussions; video)
   B. Online Experiences (On-line deliveries; case Studies)

VI. Evaluation and Grade Assignment
Your grade in this class will be determined from a point percentage. Points will be given for exams and completed skill proficiencies. The grading scale is as follows:

A. GRADING
   1. Traditional assessment
      a. Pretest assessment 10 points
      b. Case Studies 60 points (3 total @ 20 points each)
      c. Quizzes 140 points (14 total @ 10 points each)
      d. Exams 200 points (4 total @ 50 points each)
      Total: 410 points

The percentage score for each letter grade will be as follows:

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<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>B</td>
<td>80 – 89%</td>
<td>C</td>
<td>70 – 79%</td>
<td>D</td>
<td>60 – 69%</td>
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<tr>
<td></td>
<td>(369-410 points)</td>
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<td>(328-368.9 points)</td>
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<td>(287-327.9 points)</td>
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<td>(246-286.9 points)</td>
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<td>F</td>
<td>&lt; 60%</td>
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<td>(&lt; 246 points)</td>
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VII. Required or Recommended Readings
(Lists of required/recommended texts and reading)


**Website:** (required if on-line course)
The Website that accompanies and is coordinated with this course
https://bb9.tamucc.edu/

VIII. Bibliography
The knowledge bases that support course content and procedures include:


Visible Body Anatomy: https://www.youtube.com/watch?v=KZaE39gNbqw

IX. 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.
X. TEXES COMPETENCIES & CAATE COMPETENCIES & PROFICIENCIES

a. TEXES COMPETENCIES

Domain I – MOVEMENT SKILLS AND KNOWLEDGE
Competency 003 - The teacher understands and applies knowledge of movement concepts and biomechanical principles.

Domain II – HEALTH AND 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.

b. 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.
- DI-C5: Describe the principles and concepts of body movement including functional classification of joints, arthrokinematics, normal ranges of joint motion, joint action terminology, and muscle groups responsible for joint actions (prime movers, synergists), skeletal muscle contraction, and kinesthesia/proprrioception

XI. Course Schedule and Policies
The entire course including assignments, quizzes and exams are available on-line and are available according the course schedule. Students are required to complete all work by the respective 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.

Attendance and Tardiness
This is a fully online class. Students will not be evaluated on class attendance. However, it is imperative that students complete all work by the respective due dates indicated in the course calendar below.

Late work and Make-up Exams
The instructor will accommodate requests to complete missed work only if the student previously sought permission from the instructor or provides appropriate documentation in the case of unanticipated emergencies.

Extra Credit
There are no extra credit work associated with this course.

Electronic Device/Cell Phone Usage
Students are expected to use devices in a manner that is consistent with course policies. Devices may not be used for purposes that that violate the university’s Academic Integrity/Plagiarism policy.

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 plagiarism, cheating on an exam, unauthorized collaboration, illicit possession of examinations or examination materials, or forgery. Plagiarism is the presentation of the work of another as one’s own work; cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination; unauthorized collaboration is the submission for academic credit of an entire work (or part thereof) as one’s own effort, when it has been developed in substantial collaboration with another person or source without the professor’s permission.

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 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. 04/06/2018 is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations
APA Format

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. 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.
# KINE 4325 Spring 2018 Course Calendar

<table>
<thead>
<tr>
<th>DATE</th>
<th>Topic</th>
<th>Book chapter</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Mon, March 19</td>
<td>Day 1: Review syllabus</td>
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<td>Pretest (online)</td>
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<tr>
<td>Wed, March 21</td>
<td>Day 2: Structures</td>
<td>Chapter 1</td>
<td>Quiz 1 (online)</td>
</tr>
<tr>
<td>Fri, March 23</td>
<td>Day 3: Movement</td>
<td>Chapter 2</td>
<td>Quiz 2 (online)</td>
</tr>
<tr>
<td>Mon, March 26</td>
<td>Day 4: The shoulder</td>
<td>Chapter 3</td>
<td>Quiz 3 (online)</td>
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<tr>
<td>Wed, March 28</td>
<td>Day 5: <strong>Exam #1 (chapters 1-2)</strong></td>
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<tr>
<td>Fri, March 30</td>
<td>Day 6: The elbow and forearm</td>
<td>Chapter 4</td>
<td>Quiz 4 (online)</td>
</tr>
<tr>
<td>Mon, April 2</td>
<td>Day 7: The wrist and hand</td>
<td>Chapter 5</td>
<td>Quiz 5 (online)</td>
</tr>
<tr>
<td>Wed, April 4</td>
<td>Day 8: Nerves/blood vessels of the upper extremity</td>
<td>Chapter 6</td>
<td>Quiz 6 (online)</td>
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<tr>
<td>Fri, April 6</td>
<td>Day 9: Case study #1</td>
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<td>Case study #1</td>
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<tr>
<td>Mon, April 9</td>
<td>Day 10: <strong>Exam #2 (chapters 3-6)</strong></td>
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<tr>
<td>Wed, April 11</td>
<td>Day 11: The spinal column and pelvis</td>
<td>Chapter 8</td>
<td>Quiz 8 (online)</td>
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<tr>
<td>Fri, April 13</td>
<td>Day 12: The thorax</td>
<td>Chapter 9</td>
<td>Quiz 9 (online)</td>
</tr>
<tr>
<td>Mon, April 16</td>
<td>Day 13: Nerves &amp; blood vessels of the head, spinal column, thorax, heart and lungs</td>
<td>Chapter 10</td>
<td>Quiz 10 (online)</td>
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<tr>
<td>Wed, April 18</td>
<td>Day 14: Case Study #2</td>
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<td>Case Study #2</td>
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<tr>
<td>Fri, April 20</td>
<td>Day 15: <strong>Exam #3 (chapters 8-10)</strong></td>
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<tr>
<td>Mon, April 23</td>
<td>Day 16: The hip and thigh</td>
<td>Chapter 11</td>
<td>Quiz 11 (online)</td>
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<tr>
<td>Wed, April 25</td>
<td>Day 17: The knee</td>
<td>Chapter 12</td>
<td>Quiz 12 (online)</td>
</tr>
<tr>
<td>Fri, April 27</td>
<td>Day 18: The lower leg, ankle, and foot</td>
<td>Chapter 13</td>
<td>Quiz 13 (online)</td>
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<tr>
<td>Mon, April 30</td>
<td>Day 19: Case Study #3</td>
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<td>Case Study #3</td>
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<tr>
<td>Tue, May 1</td>
<td>Day 20: <strong>Final Exam (chapters 11-14)</strong></td>
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*The course syllabus provides a general plan for the course; deviations may be necessary.*