I. Course Description
This is a required laboratory course that is to be taken concurrently with KINE 4327. The course serves as demonstration and application mechanical factors and principles affecting human motion. This includes qualitative and quantitative analysis of human motion with emphasis on sport and fitness activities. Lab fee is required.

II. Rationale
The course provides students with a fundamental knowledge of biomechanics and its practical application to qualitative and quantitative analyses of human movement.

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 & CAATE COMPETENCIES & PROFICIENCIES

a. TExES 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.

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.

V. Course Objectives and Student Learning Outcomes
At the conclusion of this course, students will be able 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 that 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. Introduction to the Study of Biomechanics
2. Qualitative Analysis
3. Instrumentation
4. Basic Biomechanical Concepts
5. Linear Kinematics
6. Linear Kinetics
7. Angular Kinematics
8. Angular Kinetics
9. Fluid dynamics of Human Movement
10. Application to Movement Activities

VII. Instructional Methods and Activities
A. Traditional Experiences (Lecture; discussions; collaboration on case studies; peer review; conceptual application writing assignments; video)
B. Online Experiences (On-line deliveries; quizzes; exams)

VIII. Evaluation and Grade Assignment
Your grade in this class will be determined from your cumulative percent points on all assigned work. The grading scale is as follows:
A. Grading

1. 3 Video Assignments (15% each)  45%
2. Motion Analysis Project/Performance Assessment  55%
Total  100%

B. Grading Scale

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

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<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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IX. 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.

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.** **07/26/2019** 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. 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. Required or Recommended Readings
(List of required text and reading)

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

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


**KINE 4127: Summer II 2019 Course Calendar**

<table>
<thead>
<tr>
<th>DATE</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, July 8</td>
<td>Day 1: Review of Syllabus; Kinovea Tools</td>
<td>Upload video link (hosted on YouTube) of a walking task with basic linear spatiotemporal measurements using Kinovea</td>
</tr>
<tr>
<td>Mon, July 15</td>
<td>Day 2: Kinovea Tools</td>
<td>Upload video link (hosted on YouTube) of a standing squat task (filmed in the sagittal plane) with angular/rotational measurements. Submit movement of choice for motion analysis project.</td>
</tr>
<tr>
<td>Mon, July 22</td>
<td>Day 3: Kinovea Tools</td>
<td>Upload video link (hosted on YouTube) of chosen movement task (hosted on YouTube) for motion analysis video.</td>
</tr>
<tr>
<td>Mon, July 29</td>
<td>Day 4: Motion Analysis Project Consultation</td>
<td>Consultation via WebEx regarding any aspects of the project</td>
</tr>
<tr>
<td>Mon, August 5</td>
<td>Day 5: Motion Analysis Project Due</td>
<td>Submit complete PowerPoint presentation of motion analysis project and one-page documentation justifying the choices of biomechanics concepts adopted for the project</td>
</tr>
</tbody>
</table>

*The course syllabus provides a general plan for the course; deviations may be necessary.*