Kinetic Anatomy

I. COURSE DESCRIPTION
An analysis of the skeletal, muscular, and neurological structure and functional aspects of human movement with emphasis on sport and fitness activities. Prerequisite: BIOL 2401 and KINE 1320 or KINE 2313.

II. RATIONALE
Kinesiology is an introductory/survey course designed to provide students with the basic knowledge of kinetic anatomy including the integration of the skeletal, muscular and neurological systems to produce human movement. The web based format will provide both information and some practical application to real life situations.

III. 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
   a. Domain I – MOVEMENT SKILLS AND KNOWLEDGE
      i. Competency 003 – The teacher understands and applies knowledge of movement concepts and biomechanical principles.
   b. Domain II – HEALTH-RELATED PHYSICAL FITNESS
      i. 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
A. DI-C4: Explain directional terms and cardinal planes used to describe the body and the relationship of its parts.
B. 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/propiroception.

V. COURSE OBJECTIVE AND OUTCOMES
As a result of successfully completing this course, the student 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 body.
4. 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.

VI. COURSE TOPICS
1. Foundations of structural kinesiology.
2. Neuromuscular fundamentals.
3. Basic biomechanical factors and concepts.
4. The shoulder girdle.
5. The shoulder joint.
6. The elbow and radioulnar joint.
7. Muscular analysis of upper extremity exercises.
8. The hip and pelvic girdle.
10. The trunk and spinal column.
11. Muscular analysis of trunk and lower extremity exercises.

VII. INSTRUCTIONAL METHODS AND ACTIVITIES
A. Traditional Experiences
   a. The course will include assigned chapter readings, power point presentations, and CD-ROM.
B. Clinical Experiences
   a. Weekly assignments include some hands-on application of material.

VIII. EVALUATION AND GRADE ASSIGNMENT
The methods of evaluation and the criteria for grade assignment are:

A. Requirements and point values. The total number of assignments is listed, but section 7 is tentative, thus the total points may vary at the end of the semester.

1. Syllabus Assignment 10 points
2. Islander Email Assignment 10 points
3. General Information Assignment 10 points
4. Profile Picture Assignment 10 points
5. Pretest assessment 15 points
6. Trial Outline 10 points
7. Chapter Assignments (14 @ 10 pts.) 140 points
8. Chapter Quizzes (14 @ 10 pts.) 140 points
9. Discussion assignments (2-4 @ 10-15 pts.) 60 points
10. Exams (4 @ 100 pts.) 400 points

   **Total:** 805 points

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

IX. CLASS SCHEDULE AND POLICIES

The order and dates for all product (Quizzes, Tests and Chapter Assignments) are on Blackboard and the Calendar. All are due on the dates provided and no later than 11pm of that day. Students are welcome and encouraged to work ahead.

However, the **general pattern** for all “online” product (Module quizzes, assignments and tests) typically follow the pattern below and **not** to be taken literally. This is shown here
to give you a feel of the order. Please check the calendar and notifications for each product in Blackboard to find due dates as these may be altered due to unforeseen circumstances.

**Chapter Assignments/Quizzes/Test**

January 14  Syllabus Assignment, Islander Email Assignment, Pre-Test Assignment, Profile Pic Assignment, General Information Assignment.

January 16  Trial Outline

January 18  Module 1 - Quizzes 1-2, Ch. Assignments 1-2, Test 1

January 31  Module 2 - Quizzes 3-6, Assignments 3-6, Test 2

February 13  Module 3 - Quizzes 7-10, Assignments 7-10, Test 3

February 26  Module 4 - Quizzes 11-14, Assignments 11-14

March 8  Test 4

**On-Line Chapter Assignments**

You may open and work on them at your leisure as you have unlimited access until the due date.

A. All assignments should be completed on a Word document. All ‘on-line’ assignments should be uploaded as an attachment. Failure to comply will result in a zero.

B. It is expected that all papers be proof read, “spell checked” and “grammar checked” prior to submission.

C. All chapter assignments are to be formatted in a neat, professional “outline” fashion. Students must use the exact same formatting as those provided. (see outline samples on Blackboard in the menu under “Sample Chapter Assignments”). Instructions for how to use a Word Document Outline System is included in those handouts as well. Thus, your outline should include, but is not limited to:

   1. Exact numbering (1, 2, 3; i, ii, iii) and letting (a, b, c.).
   2. No use of bullets or other methods that are not like the examples (e.g. Roman numerals, parentheses).
   3. Alignment with numbering and lettering as well as sentences.

D. Assignments that are not professionally completed may receive a zero or points being deducted dependent upon the level of error.

E. The paper will not be accepted if the minimum criteria are not met. Thus, for example incomplete assignments where all questions are not addressed or portions of questions are not answered will receive a zero.
On-line Chapter Quizzes
You may take the quizzes twice. Blackboard will automatically use your 'best' score for grading purposes. There are 10-20 questions for each chapter taken at random from a larger bank of questions. Thus, no two students will get the same 10-20 questions, nor will an individual student get the exact questions if they take the quiz a second time but will likely get some of the original ones. Therefore, it is to your advantage, even if you record a perfect score on your first attempt, to take the quiz a second time as you will be exposed to additional questions that may appear on your test. Questions will pop up individually and you will have 45 seconds to answer each.

Also, be reminded to plan to have plenty of time PRIOR to the due date time to complete your quiz. Though the computer will allow you to continue taking the quiz, once the 11:00 pm due time registers whatever you are working on is officially "late" and a zero will be recorded electronically.

Finally, my course has built in bonus opportunities so I typically do not round grades up unless a student has demonstrated great responsibility throughout. In such a case I would consider that. But, I also look at the attempts of quizzes. So, for example, if a student requests at the end of the semester I bump their grade up because they are not that far away from the next highest grade, I will immediately go to the gradebook and see if they took all quizzes twice, thus aptly demonstrating they did their best to get as many points as possible. If they have not put forth such effort, then I won’t round up. My position on this is simple: If you are not willing to do extra to improve, then why would I do extra at the end?

Tests
Similarly to the quizzes each test utilizes random selections from the entire bank of questions from each chapter in the module. Thus, no two students will get the same questions. There are 50 questions per test. Like the quizzes students have 45 seconds per question which totals 38 minutes to complete the test. However, if well prepared for the test, 45 seconds is ample time for an objective multiple choice and/or True/False question.

Additionally, I will likely add some discussion questions to the test as well as additional multiple choice questions and at time multiple answer questions. This is to improve test integrity, as NONE of these will be on the quizzes and solely generated by me. Further, often the information will NOT come from the chapter material, but information and experiences shared in the class, gym or other settings when they occur.
Therefore, instead of just memorizing the response to questions you've written down, photo copied, or saved in some other manner, students must rely on what they know and have prepared for on the day of the test. Such questions are also higher point valued, as they will require more critical thinking, and guessing is not likely to help. Therefore, again, please study accordingly so you receive the best grade possible.

Additionally, when I do add questions such as these, I'll either add more time to take the test, or reduce the number of the original Multiple Choice and True/False questions so students will have ample time to complete the test.

Also, be reminded to plan to have plenty of time PRIOR to the due date time to complete your test. Though the computer will allow you to continue taking the test, once the due time registers whatever you are working on is officially "late" and a zero will be recorded.

**Final Test Exemption** - All students that have a minimum of a 93 percent in class on the last day, will be **EXEMPT** from taking the **Final Exam**.

**Respondus Lockdown Browser for Quizzes and Tests**

Respondus Lockdown Browser is required to access and take a quiz or test. To access the free version look in your menu bar under “Ancillary Materials’ and click on the Respondus link. Once you have downloaded Respondus to your computer and ready to take a test or quiz, click on Respondus, and then gain access to Blackboard.

If you do not follow this procedure you will not be granted access to assessments. A typical sign students receive if they do not follow the correct procedure is an error message asking the student to provide a password. I do not use passwords for assessments, thus if you get this message, you are not accessing and going through the Respondus Browser and just your normal browser.

**Missed or Late Assignments**

As a rule students are not allowed to complete or turn in assessments (past the due date. The only exceptions that are allowed will only be allowed is if the absence is due to a religious holiday, or the student is on approved university business (e.g. athletic travel, student research conferences – [See University Catalog](#)). However, in such cases if the professor is **not** notified ahead of time students will not be allowed to make up missed work.

If a situation arises for a student beyond what is identified above that causes them to miss class product 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.
Final Word
No assessment (assignment, quiz or test) will be allowed after each due date. Once the 11pm due date/time has lapsed students will not be allowed access to any of the on-line assessments, thus a grade of zero will be automatically submitted. This also includes if a student starts an assessment and the 11pm occurs before they have completed it. Thus, a student could be almost finished and due to their poor time management will receive a zero.

Therefore, plan accordingly.

X. UNIVERSITY POLICIES RELATING TO 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 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.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in include 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. 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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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. Please see the University Academic Calendar to identify the last day to drop a class with an automatic grade of “W” this term.

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. Further, 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.

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.

XI. Required Text


XII. Bibliography

The knowledge bases that support course content and procedures include:

KINE 4325-Kinetic Anatomy 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 4325-Kinetic Anatomy at Texas A&M University-Corpus Christi.

Signature ______________________________________ Date ____________________
Student ID # ____________________

Copy and paste this form into the Syllabus Assignment the Section 2 “ASSIGNMENT SUBMISSION” area.