Stephen F. Austin State University
Kinesiology 120.002
Foundations of Kinesiology
Fall 2018

Instructor: Dr. Mihae Bae
Office: HPE 208
Office Phone: 936-468-3988
Other contact: 936-468-3503 (Department)
Prerequisites: None

Course Time & Location: TR 11:00-12:15pm, HPE 222
Office Hours: MW 11-12; TR 12:30-2:00
other times by appointment
Credits: 3
E-mail: baem@sfasu.edu

I. Course Description:
This course is designed to meet Texas Teacher Certification requirements. It is expected that a teacher in Texas
be schooled in selected foundation areas: historical, physiological, psychological, and sociological. In addition, it
is expected that they will engage with a broad range of general professional information that will enhance the
ability to teach and to grow professionally. Foundation courses are introductory by nature and allow for the
exploration of a field of interest. Therefore, it should be expected that a wide variety of information be
disseminated.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located
on the PCOE website.
This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals. This course
links with SFA’s initiative #5: Create new learning opportunities through additional interdisciplinary, international,
service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and initiative #4: Teaching and student success. This course
links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the
utilization of available technology in assessing fitness levels, performance, and physiological effects during
various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are
developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes:
As an introductory course KIN 120 presents an overview of the Kinesiology field in order to prepare the student
either as an educator or in other professions in the field of exercise science. Students are presented with
opportunities to develop their critical, reflective and creative thinking through class discussion and written
papers, to achieve academic excellence (NASPE Standard 8 –Reflection). Establishment of life-long learning in
the development of the critical component of daily physical activity is emphasized within both the content and
the opportunities presented in the classroom. Students are expected to perform with integrity and responsibility
both in the classroom and as a representative of the SFASU community when off-site.
NASPE Standards Addressed:

Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Standard 3: Planning and Implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Standard 5: Impact on Student Learning
Physical education teacher candidates advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Assignment and Standards Alignment

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>NASPE Standards</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Article- Motor Behavior</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a,</td>
</tr>
<tr>
<td>(terms and studies specific to the discipline of motor behavior)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy Assignment –</td>
<td>1.1, 1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 2d, 2h, 2j, 2n</td>
</tr>
<tr>
<td>(Students will identify different philosophies and be able to apply them)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Presentations – Students will present current topics in the field of Kinesiology</td>
<td>1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 6.1, 6.4</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 2j, 3i, 3r, 4b, 4h, 4j, 5m, 6b, 7a, 7b, 7c, 8a</td>
</tr>
<tr>
<td>Exam #1 – Ch. 1-5</td>
<td>1.4, 5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1a</td>
<td>1A, 1D, 2L,</td>
</tr>
<tr>
<td>Exam #2 – Ch. 6-9</td>
<td>5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1a</td>
<td>1A, 1d, 2L,</td>
</tr>
<tr>
<td>Exam # 3 Ch. 10-15</td>
<td>5.1, 6.2, 6.3</td>
<td>1.3</td>
<td>1a</td>
<td>1A, 1d, 2L,</td>
</tr>
</tbody>
</table>
III. Course Assignments, Activities, Instructional Strategies, use of Technology:
A variety of instructional methods are modeled during the course such as but not limited to; lectures, class discussion, group work, cooperative activities, lab exercises, and power point presentations.
1. Students will have an opportunity to apply writing skills by composing papers and written discussion posts.
2. Students will take exams and quizzes.
3. Students will complete various homework assignments that will enhance the learning of the topics being covered in class.

IV. Evaluation and Assessments (Grading): Attendance, Exams, Quizzes, Assignments, Classroom Presentation, Review Papers, and Three Exams.

Attendance
• Five points for each class = 135pts

Exams
• Exam 1 – 100 pts
• Exam 2 – 100 pts
• Exam 3 – 100 pts (Final)
  Total for exams -300 points

Quizzes
• Three Quizzes (30 pts for each) = 90 pts

Assignments
• Introduce Yourself – 5pts
• Plan for the future-major/minor - 20pts
• Journal Article Review – 30 pts
• Lab Reports (4 pts each) = 20 pts.
  Total for Assignments – 75 pts

Group Presentation
• Outline – 30 pts.
• Materials (PowerPoints or Handout) – 70 pts.
• Presentation Performance & Reflection – 100 pts.
  Total for presentation – 200 pts

The grading scale is as follows:

800 points total

A= 90-100%
B= 80-89.9%
C=70-79.9%
D=60-69.9%
F= below 60%
Major Assignment Descriptions

Attendance

- Attendance is mandatory. Roll will be called. Students are expected to be on time. Participation points are awarded based on active engagement in class activities, discussions and assignments in addition to attending class/activities. It is strongly recommended that students attend all classes, engage in learning activities, and take notes during classes.

Plan for the future

- The purpose of this assignment is to make sure you have investigated your future career and know the educational requirements and certification processes to meet your career goals.

Journal Article Assignments

- A scholarly journal article that relates to the topics covered in the chapters will be assigned. Instructions to complete the assignment will be provided. You will summarize the findings of the article.

Lab Reports

- Students will be assigned to identify a sport and specific skill in relation to particular topics covered in the chapters. The students will investigate and post the proper performance for their assigned skills. In discussion groups, each person will analyze and give feedback to every group member.

Group presentation

- The group will be assigned to investigate a sport and specific sport event in relation to major subdisciplines in Kinesiology. Each member of the group will present their understanding of the sport-related event in terms of the viewpoint of his or her particular discipline. In preparation, they will turn in an outline or power point slides at least a week prior to their presentations. The guidelines for a reflection paper will be provided.

V. Tentative Course Outline/Calendar:

For each chapter, the student will read the text and notes, complete chapter quiz/assessment, and assignment. Assignments will include article submissions, major/minor statements, group presentations, and classroom discussions. Due dates for specific quizzes and assignments will be stated in the Course Calendar and (on) the syllabus. No late work will be accepted unless absence is documented with the Judicial Office. It is suggested that you print the schedule and mark off quizzes/assignments as you complete them. The detailed class schedule is at the end of the syllabus.
VI. Readings (Required and recommended):


VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE.
Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies
Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Students are expected to logon regularly to the online learning system and check emails and complete assignments by the due date. Students should contact the office of Student Rights and Responsibilities (room 315 Rusk Bld., 936-468-2703) and provide documentation for excused absences. Students will be allowed to makeup coursework to an equivalence of 3 days for a maymester course, one week for a summer session, or 3 weeks for Fall or Spring with documented excused absences as stated by the university attendance and excused absence policy found at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp. If students experience any life events that effect the completion of assignments, the student should contact the office of Student Rights and Responsibilities.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtacSext_ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtacSext_ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. 

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)).
YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Insurance:
It is strongly advised that every student carry health/accident insurance. You are not covered by a Departmental or University Insurance policy.

Electronic Devices:
Cellphone use is NOT permitted during class. This includes texting, recording and/or picture taking. To prevent disruption of class due to cell phones, all cell phones must be turned off and placed out of sight and remain out of sight during class. Please remove any earpieces or Bluetooth devices during class. (See also General Classroom Civility)

Laptops or tablets may be used for NOTE TAKING ONLY. Use for any other purpose may result in the loss of the privilege to use the laptop during class at the discretion of the instructor. Also other devices such as iWatches, phones, or any other device of this kind is not permitted during class. Use of such devices during class may be disruptive to students and the instructor and shows a lack of respect on the part of the user. Students suing electronic devices may be requested to leave the classroom.

Professionalism:
You are working towards a degree to become a professional, so you should behave, look, and speak that way. Unprofessional attire should be avoided, which means no sagging pants, no caps or hats in the classroom and building.

General Classroom Civility:
Students should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspapers, complete work from other classes, talk to their neighbors, sleep during class, or use cell phones or smart watches to text, access social media, or for any other purpose, or engage in other activities that are distracting to the instructor or other students. Any student found violating this code of conduct will be asked to leave the classroom and will be given an unexcused absence for the class period. Students engaging in such behaviors are not demonstrating the dispositions essential to becoming effective professionals (NASPE Standard 6). If you anticipate an emergency phone call, you may leave your phone on, but leave the room if you get a call.

Exam Conduct:
- You may not wear sunglasses during exams
- You will be asked to either remove your cap or turn it around backwards
- You must place all class materials out of sight in a backpack or under your desk.
- All cell phones and electronic devices must be turned off and placed out of sight during examinations. Use of such devices during exams may be construed as cheating and result in associated disciplinary action. Keep in mind that you must put away any electronic devices including smartwatch during exams
• Bathroom breaks or leaving the room for any reason will not be allowed during exams
• No food or drink will be allowed during exams. This includes water and gum
• Engagement in suspicious behaviors during exams may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic “0” on the examination as well as further disciplinary action at the discretion of the instructor. Suspicious behaviors may include talking with others, roving eyes, and tapping your hands or feet as signals.

No late work will be accepted unless absence is documented with Judicial Office. It is suggested that you print this schedule and mark off exams/quizzes/assignments as you complete them.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Orientation, Introduce Yourself Assignment</td>
<td></td>
</tr>
<tr>
<td>8/30</td>
<td>Ch.1 Meaning and Scope</td>
<td></td>
</tr>
<tr>
<td>9/4</td>
<td>Ch. 1/2 Meaning and Scope &amp; Philosophy, Goals, and Objectives</td>
<td></td>
</tr>
<tr>
<td>9/6</td>
<td>Ch 2/3 Role in Society</td>
<td></td>
</tr>
<tr>
<td>9/11</td>
<td>Ch. 3 Role in Society</td>
<td></td>
</tr>
<tr>
<td>9/13</td>
<td>Ch. 5 Motor Behavior</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>9/18</td>
<td>Ch. 5 Motor Behavior &amp; Lab</td>
<td>Journal Article</td>
</tr>
<tr>
<td>9/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/25</td>
<td>Ch. 6 Biomechanical Foundations</td>
<td></td>
</tr>
<tr>
<td>9/27</td>
<td>Ch. 6 Biomechanical Foundations &amp; Lab</td>
<td>Article Review 1</td>
</tr>
<tr>
<td>10/2</td>
<td>Ch. 7 Exercise Physiology and Fitness</td>
<td></td>
</tr>
<tr>
<td>10/4</td>
<td>Ch. 7 Exercise Physiology and Fitness &amp; Lab</td>
<td></td>
</tr>
<tr>
<td>10/9</td>
<td>Ch. 8 Sociological Foundation</td>
<td></td>
</tr>
<tr>
<td>10/11</td>
<td>Ch. 8/9 Sociological Foundation and Sport and Exercise Psychology</td>
<td></td>
</tr>
<tr>
<td>10/16</td>
<td>Ch. 9 Group work &amp; Outline</td>
<td>Quiz 2 &amp; Outline</td>
</tr>
<tr>
<td>10/18</td>
<td>Ch. 10 Sport and Exercise Psychology</td>
<td></td>
</tr>
<tr>
<td>10/23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/25</td>
<td>Ch. 10 Sport Pedagogy</td>
<td></td>
</tr>
<tr>
<td>10/30</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>11/1</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>11/6</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>11/8</td>
<td>Ch. 10/11 Sport Pedagogy and Career and Professional Development</td>
<td></td>
</tr>
<tr>
<td>11/13</td>
<td>Ch. 11/12 Career and Professional Development &amp; Teaching and Coaching Careers</td>
<td></td>
</tr>
<tr>
<td>11/15</td>
<td>Ch. 12 Teaching and Coaching Careers</td>
<td></td>
</tr>
<tr>
<td>11/27</td>
<td>Ch. 13 Fitness and Health-Related Careers</td>
<td></td>
</tr>
<tr>
<td>11/29</td>
<td>Ch. 13 Fitness and Health-Related Careers &amp; Online Lab</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>12/4</td>
<td>Ch. 14 Sport Careers &amp; Classroom Discussion</td>
<td></td>
</tr>
<tr>
<td>12/6</td>
<td>Ch. 15 Issues, Challenges, and Future Trends</td>
<td></td>
</tr>
<tr>
<td>12/13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final Exam (10:30pm-12:30pm)