Foundations of Kinesiology

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Other contact: 936-468-3503 (main office)

Course Time & Location: MWF 9-9:50
Office Hours: MW 12:30 – 2:30pm
Credits: 3
Email: thompsonjr2@sfasu.edu

Prerequisites: NONE

I. Course Description:
Historical, physiological, psychological, and sociological foundations; programs, professional requirements and opportunities. This course is designed to meet Texas Teacher Certification requirements. It is expected that a teacher in Texas be schooled in selected foundation areas. In addition, it is expected that professionals also be exposed to 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.

“Foundations of Kinesiology” (3 credit hours) is a face-to-face course that will meet 150 minutes of classroom time/direct instruction per week for 15 weeks and also meets for a 2 hour final examination. Kinesiology students will explore the value of their discipline by scrutinizing each of the 12 sub disciplines of kinesiology. Students will have significant weekly out of class assignments, such as; readings, preparing for an in-class group presentation, and developing their professional philosophy by writing and submitting a formal paper. These assignments will enhance the student’s understanding of the weekly topics that are discussed in class, as well as prepare them for three in-class written examinations. The outside class assignments would require at least 6 hours of outside work each week.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
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 academic excellence through critical, reflective and creative thinking (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 Standard 1 – Content knowledge
- Comprehend the meaning and philosophy of physical education and sport
- Comprehend the objectives for education, physical education and sport
- Gain an understanding of the role of physical education and sport in society and education
- Demonstrate knowledge of the history of physical education and sport
- Demonstrate knowledge of the biomechanical foundations of human movement
- Demonstrate knowledge of exercise physiology and fitness
- Demonstrate knowledge of the sociological foundations of physical education and sport
- Demonstrate knowledge of the psychological foundations of physical education and sport
- Identify career opportunities in physical education and sport
- Describe the future of physical education and sport

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
1. A variety of instructional methods are modeled during the course such as but, not limited to; lectures, class discussion, group work, cooperative activities, guest speakers, and power point presentations.
2. Students will have an opportunity to apply writing skills by composing a written paper as a major assignment. The paper will consist of the students writing their philosophy as well as discussing their future aspirations upon completion of their degree.
3. Students will complete various homework assignments that will enhance the learning of the topics being covered in class. These homework assignment(s) will correlate to the chapters being discussed, this will aid in enhancing their learning opportunity.

Program Standards Chart: These standards may be found on the college website.

<table>
<thead>
<tr>
<th>KIN 120 - Foundations of Kinesiology</th>
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<tbody>
<tr>
<td>Assessment/Assignment</td>
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<tr>
<td>Motor Behavior hwk (terms and studies specific to the discipline of motor behavior)</td>
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<tr>
<td>Group Philosophy Presentations (Students will present current controversial topics in the field of Kinesiology)</td>
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<td>Individual Philosophy paper assignment (Student will identify their plan A, and Plan B aspirations, along with formulating their professional philosophy)</td>
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<tr>
<td>Exam #1 – Ch. 5,6 &amp; terminology Assessment to cover semantics specific to kinesiology, The SFA Way, Philosophy, and History of Physical Education</td>
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<tr>
<td>Exam #2 – Ch. 8,10,11 Assessment to cover Motor Behavior, Biomechanical Principles, and Exercise Physiology</td>
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<tr>
<td>Exam #3 (final) – Ch. 14-17 Assessment to cover Careers in Therapeutic Exercise, Teaching Physical Education, Coaching, Sport Instruction, and Sport Management</td>
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IV. Evaluation and Assessments (Grading):

90-100=
A Exams…………………….60%
80-89= B Homework………………...15%
70-79=C Presentation……………….20%
60-69=D Presentation………...20%
Below 60=F Total ........................100%

Typed Assignments:
USIC assignments must be typed. No work will be accepted unless it is typed!

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters Covered/Exams/Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 26 Syllabus</td>
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<tr>
<td></td>
<td>Chapter 1 – Meaning and Scope</td>
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<td>2</td>
<td>Sept 2 9/2 –NO CLASS</td>
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<td></td>
<td><strong>Outside Assignment DUE on D2L by 11:59pm on 9/2</strong></td>
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<td></td>
<td>Chapter 2 – Philosophy, Goals, and Objectives</td>
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<td>3</td>
<td>Sept 9 Chapter 3 – Role in Society</td>
</tr>
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<td>4</td>
<td>Sept 16 Chapter 4 – Historical Foundation</td>
</tr>
<tr>
<td></td>
<td><strong>Professional Philosophy Paper DUE on D2L by 11:59pm on 9/20</strong></td>
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<tr>
<td>5</td>
<td>Sept 23 Chapter 5 – Motor Behavior</td>
</tr>
<tr>
<td></td>
<td>9/27 – EXAM 1 – Chapters 1-5 – DUE on D2L by 9:59am</td>
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<tr>
<td>6</td>
<td>Sept 30 Chapter 6 – Biomechanical Foundations</td>
</tr>
<tr>
<td></td>
<td><strong>Motor Behavior Homework DUE on D2L by 11:59pm on 10/2</strong></td>
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<tr>
<td>7</td>
<td>Oct 8 Chapter 7 – Exercise Physiology and Fitness</td>
</tr>
<tr>
<td>8</td>
<td>Oct 14 Chapter 8 – Sociological Foundation</td>
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<tr>
<td>9</td>
<td>Oct 21 Chapter 9 – Exercise Physiology and Fitness</td>
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<td></td>
<td>10/25 – EXAM 2 – Chapters 6-9 – DUE on D2L by 9:59am</td>
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<tr>
<td>10</td>
<td>Oct 28 Chapter 10 – Sport Pedagogy</td>
</tr>
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<td>11</td>
<td>Nov 4 Chapter 15 – Issues, Challenges, and Future Trends</td>
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<td>Chapter 11 – Career and Professional Development</td>
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<td></td>
<td>Chapter 12 – Teaching and Coaching Careers</td>
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<tr>
<td>12</td>
<td>Nov 11 Group Presentations</td>
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<tr>
<td>13</td>
<td>Nov 18 Group Presentations</td>
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<tr>
<td>14</td>
<td>Nov 25 THANKSGIVING BREAK – NO CLASS</td>
</tr>
<tr>
<td>15</td>
<td>Dec 2 Chapter 13 – Fitness and Health-Related Careers</td>
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<tr>
<td></td>
<td>Chapter 14 – Sport Careers</td>
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<tr>
<td>16</td>
<td>Dec 9 FINALS WEEK</td>
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<tr>
<td></td>
<td>EXAM 3 – Chapters 10-15 <strong>Time TBD</strong></td>
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</tbody>
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**This schedule is tentative and subject to change. All changes, if any, will be announced in class**

*Instructor reserves the right to modify, change, emphasize, and/or de-emphasize any of the preceding proposed content topics.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required:
VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE 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](https://www.sfasu.edu/policies)

**Attendance and preparation for class:**
Students are expected to attend and participate in every scheduled class meeting. Students are expected to arrive on time. **Unexcused absences and Tardies:** Students who incur one or less unexcused absences for the semester will receive 5 extra credit points. Students who incur 2-3 unexcused absences for the semester will receive 2 extra credit points. Students incurring more than 3 unexcused absences for the semester will receive zero extra credit points for attendance. The instructor is under no obligation to provide an opportunity to make up tests, assignments or other missed work. Students arriving after attendance has been taken are responsible for notifying the instructor at the end of the class period or they will be marked as absent. Exceptions will be made for students who miss class for excused University-sponsored events, verifiable serious illness, or a verifiable family emergency. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school sponsored trip. All documentation must be turned in NO later than **one week** after the student returns from an EXCUSED absence. One and a half points will be deducted from the final grade for each tardy up to 10 minutes. **After 10 minutes, the student is considered absent.**

**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 (including the first 12 day attendance report) 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.

**Academic Accommodations 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/](http://www.sfasu.edu/disabilityservices/)

**Academic Integrity and Student Academic Dishonesty: Policy 4.1**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials on any class assignment or exam; (2) the falsification or invention of any information, including citations, on an assignment; and/or; (3) 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 your own. Examples of plagiarism include, but are not limited to: (1) submitting an assignment as if it were 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 an Internet source or another source; and/or, (3) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due 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.

**Acceptable Student Behavior/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 Early Alert Program at SFA.

**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.

To complete Certification/Licensing Requirements in Texas related to public education, 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/.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Cell phone/laptops:
Cell phone use is not permitted during class; This includes texting, recording and/or picture taking. Laptops may
be used for NOTE TAKING ONLY. Headphones should be removed from ears before entering the classroom.

**Professionalism:**
You are working towards a degree to become a professional, so you should look and speak that way. No sagging Pants. No caps or hats in the classroom and building or unprofessional attire!

**Insurance:**
It is strongly advised that each student carry health/accident insurance. You are NOT covered by a Departmental or University insurance policy while attending this course.