Department of Kinesiology and Health Science
Fall 2020

Instructor: Dr. Deborah Buswell  
Office: HPE 228A, HPE Building  
Office Hours: TR–9:15-10:45; W – 1:00-3:00  
Office Phone: 936-468-1661  
Alternate Contact: 936-468-3503(Department)  
Course Website: Brightspace  
Credits: 3  
Email: buswellid@sfasu.edu

Course Time and Location: Fully online  
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Office Hours: TR–9:15-10:45; W – 1:00-3:00  
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Prerequisites: None  
Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

I. Course Description & Purpose:
This course is designed to provide opportunities for students to develop a fundamental understanding of and critically think, read, write, and present orally on current topics and issues pertinent to the world of physical education, sport, and recreation.

Course Justification: “Current Trends & Issues in Health & Kinesiology” (3 credits; fully online) spans 16 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Students will have significant weekly reading assignments, including chapter and article readings, as well as additional preparation for weekly assigned discussions and topics, quizzes/exams over course content and complete multiple writing assignments to evaluate their ability to think critically interpret primary sources, and consider multiple perspectives. For every hour a student spends engaging with content, he/she will spend a minimum two additional hours of work completing associated activities and assessments.

Perkins College of Education Diversity Statement - The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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 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 #6: Collaborate with external partners.

Program Learning Outcomes:  
Master’s of Education in Kinesiology  
1. The student will be able to demonstrate the ability to read and make critical analysis of original research;  
2. The student will be able to demonstrate an understanding of a variety of research methods including both qualitative and quantitative techniques employed in the various sub-disciplines in Kinesiology;  
3. The student will be able to demonstrate the ability to apply their Kinesiology-related knowledge and skills to think critically and ethically in examining issues and solving problems associated with their chosen subdiscipline.  
4. The student will demonstrate the acquisition of knowledge and strength in an area of study within Kinesiology through the graduate culminating experience

Student Learning Outcomes:  
Upon successful completion of this course the student will be able to:  
1. Identify problems or questions of interest pertaining to physical education/kinesiology and recreation (PLO #1, #3).  
2. Develop products that demonstrate critical, reflective, and creative thinking (PLO #1, #3).  
3. Discuss their viewpoints relating to pertinent topics in a meaningful and ethical manner and engage in appropriate discussion with others who may not share the same views (PLO#1, #3).
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. Weekly Application Tasks (5-15 points) – quizzes, dropbox assignments related to content presented online, in articles, or in other media formats. These tasks are used to determine participation. Participation is a vital component for determining success in this course and will increase your chances of success on exams.

2. Discussion posts – 180 points (12 points per topic) – Weekly discussion throughout the semester. Discussion of viewpoints assessed for both originality of posts, and collegial responses to others. Students will post original work as well as respond to colleagues on a variety of topics and in a variety of ways.

3. Issue Papers - two papers - your choice of topics related to those covered during class discussions - 45 points each - body of the paper is 800-1200 words - includes at least 5 primary resources - must be written using APA formatting style – additional information on formatting will be provided.

4. Changing Physical Activity Video Project – 100 points – video development of new activities to teach in physical education to encourage lifetime physical activity and potentially change current marginalization.

5. Midterm Examination - 100 points

6. Final Examination - 100 points

Instructional Strategies, use of Technology:

Required Technology: This course will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.

Access to LMS: As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio or video files. Students must have a working computer microphone and camera or the ability to add audio and video files on their computer to complete these assignments. Files may be submitted in a variety of formats accepted by Brightspace, however the most common are .pdf, .doc, .docx, .mp4, and .jpeg files.

Technical Support: If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936-468-1919) for technical help.

IV. Evaluation and Assessments (Grading):

Grade is based on the % of the total points assigned during the semester (approximately 650-800 points). See Section III for points available for each assignment

A = 90 – 100% of point total
B = 80 – 89.9% of point total
C = 70 – 79.9% of point total
D = 60 – 69.9% of point total
F = below 60% of point total

V. Tentative Course Outline/Calendar

Week 1 Getting Started Module – Introduce the basic content of the course and the structure of the course for the individual modules. Students will introduce themselves to their classmates.

Week 2 Module 1: They Said WHAT? – Examine what professionals, coaches and other sports figures say and do in various setting both in and outside of sports. Explore the perspective philosophies and ethics these represent.

Week 3 Module 2: Sport Impacts Lives – Synthesizes specific ethics without our professional fields and how they inform our choices and responses to situations and how they interact with our own philosophies.

Week 4 Module 3: Issue Papers in Health and Kinesiology – Introduces the Issue Paper assignment and provides information and resources for assisting in completing the assignment.
Week 5  Module 4: Using Symbols – Critiques the controversial use of various symbols, specifically those illustrating Native American heritage, in the sporting world as well as how the changes in the symbol used to depict accessibility could be used to change the perception of a minority population.

Week 6  Module 5: Views of Physical Education – Examine our perception of the importance of physical education, the views that popular culture perpetuates through television and movies and the research that has examined student perceptions of physical educators’ knowledge based on their appearance.

Week 7  Module 6: Marginalization and Changing Physical Education – Summarizing ways that physical education as a profession has been marginalized, identifying and assessing ways in which the profession itself may be creating marginalization, and generating ideas to create less marginalization moving into the future.

Week 8  Module 7: Midterm Examination – Organize and synthesize information in order to formulate conclusions in a clear and concise way.

Week 9  Module 8: Women in Sports – Assess the perceptions that exist that may present barriers to women professionally in the disciplines related to kinesiology and sports and construct potential best practices in sports-related disciplines to enhance advancement opportunities.

Week 10  Module 9: Minority Athletes in the Media – Critique and interpret the media representations of athletes in minority groups.

Week 11  Module 10: Issue Papers in Health and Kinesiology – Provides information on writing the second issue paper and improving on the assessment of the first issue paper.

Week 12  Module 11: Gender and Sexual Diversity in Sports, Athletics, Physical Education, and Recreation – Explores the benefits of creating inclusive sports, athletics, physical education, and recreation environments for gender and sexually diverse populations and how to create affirming environments for all genders and sexual orientations.

Week 13  Module 12: Cost of Sports – Evaluates how the cost of sports impacts various stakeholders.

Week 14  Module 13: Behind the Message in Sports Marketing – Evaluates and critiques marketing messages from corporations and athlete endorsements.

Week 15  Module 14: Letting Children Play – Reflecting on prior experiences of children-centered play and comparing these experiences with those that children have in adult-organized sport.

Week 16  Module 15: Final Examination - Organize and synthesize information in order to formulate conclusions in a clear and concise way.

VI. Required Text/Readings/Materials:


Additional Resource (Not Required)


Others readings as assigned by instructor – may be articles or internet readings

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 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.*

Revised August 12, 2020
VIII. Student Ethics and Other Policy Information:

Attendance and Preparation for Class:
SFA Attendance 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 a 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.

Class preparation is your responsibility. Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions. Late assignments are accepted but will have a minimum automatic 25% point deduction if turned in within one week of the due date. Assignments later than one week will not be accepted.

Active participation is expected and required of all professionals, therefore your participation in discussion and involvement or lack of involvement in assignments, may affect your final grade. Weekly Application Tasks, completed during a specified week cannot be made up once a due date is past. Exam material comes from class content, discussions, articles, videos, readings – if you fail to do assignments or participate in discussions you may not be prepared for the exams.

Plan ahead if you know you may have something that conflicts in your schedule. Due to the nature of an online class most times work can be done ahead of actual due dates. However, exceptions will be made for students who miss class assignments for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. Students should contact the Office of Community Standards (room 315 Rusk Building, 936-468-2703) and provide documentation for excused absences. Documentation must be received within 1 week. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced on Brightspace. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school-sponsored trip. For reporting purposes, a student who does not attend class and/or who does not show participation will be dropped from financial aid for that course.

Students with Disabilities Policies (6.1 & 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, 468-3004/468-1004 (TDD) 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/. Location: Human Services Building, room 325. Phone: (936) 468-3004.
It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.

Student Academic Dishonest Policy (4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction.

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.

Revised August 12, 2020
Penalties for Academic Dishonesty - Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission 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).

Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.
Students will be required to file a “Withheld Grade Report,” an internal Kinesiology & Health Science Department Form, with the faculty member prior to the end of the semester, this form documents the work to be completed to remove the ‘withheld’ grade.

Student Code of Conduct Policy (10.4):
Disruptive Behavior – Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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. Information regarding the Early Alert program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students no wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.
