Stephen F. Austin State University  
Department of Kinesiology and Health Science  
KINE 1301.004  
Foundations of Kinesiology  
Fall 2021

Instructor: Blake Johnson  
Office: EDAN 115

Course Time & Location: T&R 2:00-3:15PM || Shelton Gym 241  
Office Hours: T and R 1:00-2:00PM (and by appointment)  
Credits: 3 hrs.  
Email: johnsonbw3@jacks.sfasu.edu

Prerequisites: NONE

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. 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, to include Historical, physiological, psychological, and sociological foundations; programs, professional requirements and opportunities.

Course Justification: KINE 1301: “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. 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.

Asynchronous Minutes:  
3 individual assignments totaling 150 min will be assigned on the days listed syllabus schedule.

James I. Perkins College of Education Diversity Statement is found at the following link:  
http://coe.sfasu.edu/about-us/

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: Physical Education Teacher Education (modified, 2021)

Undergraduate Kinesiology – Physical Education Teacher Education  
1. The physical education candidate will demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.  
2. The physical education candidate will be a physically literate individual who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
3. The Physical education candidate will apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

4. The Physical education candidate will engage students in meaningful learning experiences through effective use of pedagogical skills. They will use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

5. The Physical education candidate will select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.

6. The Physical education candidate will demonstrate behaviors essential to becoming effective professionals. They will exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

**Student Learning Outcomes:**

As an introductory course KINE 1301 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. [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp)

**KINE 120- Foundations of Kinesiology**

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor Behavior hmwk</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6, 1.3</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4i, 4j, 6b, 7a, 7b, 7c, 7f, 7g, 7h</td>
</tr>
</tbody>
</table>

(terms and studies specific to the discipline of motor behavior)
### Group Philosophy Presentations
(Students will present current controversial topics in the field of Kinesiology)

| Group Philosophy Presentations | 4.1, 1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 6.1, 6.4 | 1.3 | 1a | 1b, 2a, 2j, 3i, 3j, 3r, 4b, 4h, 4j, 4l, 5m, 6b, 7a, 7b, 7c, 7f, 7g, 7h, 8a, 8q |

### Individual Philosophy paper assignment
(Student will identify their plan A, and Plan B aspirations, along with formulating their professional philosophy)

| Individual Philosophy paper assignment | 1.1, 1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1 | 1.3 | 1a | 1b, 2a, 2d, 2h, 2j, 2n, 4h, 4j, 4l, 5m, 5o, 6b, 7a, 7b, 7c, 7f, 7g, 7h, 8a, |

### Exam #1 – Ch. 5, 6 & terminology
(Assessment to cover semantics specific to kinesiology, The SFA Way, Philosophy, and History of Physical Education)

| Exam #1 – Ch. 5, 6 & terminology | 1.4, 5.1, 6.2, 6.3 | 1.3 | 1A, 1D, 2L, 4L, 4r, 6b, 6c, 6d, 6s, |

### Exam #2 – Ch. 8, 10, 11
(Assessment to cover Motor Behavior, Biomechanical Principles, and Exercise Physiology)

| Exam #2 – Ch. 8, 10, 11 | 5.1, 6.2, 6.3 | 1.3 | 1A, 1d, 2L, 4n, 4r, 6b, 6c, 6d, 6s, |

### Exam #3 (final) – Ch. 14-17
(Assessment to cover Careers in Therapeutic Exercise, Teaching Physical Education, Coaching, Sport Instruction, and Sport Management)

| Exam #3 (final) – Ch. 14-17 | 5.1, 6.2, 6.3 | 1.3 | 1A, 1d, 2L, 4n, 4r, 6b, 6c, 6d, 6s, |

### IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>90pts</td>
</tr>
<tr>
<td>Homework</td>
<td>30pts</td>
</tr>
<tr>
<td>Presentation</td>
<td>50pts</td>
</tr>
<tr>
<td>Attendance</td>
<td>30pts</td>
</tr>
<tr>
<td>Total</td>
<td>200pts</td>
</tr>
</tbody>
</table>

**Typed Assignments:**

*All assignments must be typed.* No work will be accepted unless it is typed!

**Late Assignments and 24/7 Rule:**

Late assignments will be accepted up to 7 days after the due date, each day deducting 3 points off of the assignment. After 7 days, the assignment will no longer be accepted and student will receive a 0 grade.

24/7 rule. After a grade is submitted, the student must wait 24 hours to contact the instructor about that grade. After 24 hours, the student has 7 days to contact the instructor about the grade. After those 7 days, the grade is locked in and may not be revisited.

**Attendance:**

You may acquire 2 unexcused absences. After 2 unexcused absences, each unexcused absence results in 2pts deduction. Excused absences are university sponsored events (sports, etc.), sickness/health related, family emergency.

### V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Identify “Philosophy”, Understand semantics used in Kinesiology</td>
</tr>
<tr>
<td>Week 3</td>
<td>Ch. 4- Philosophy (Discuss Morals, Ethics, and Values) Introduce “The SFA Way” (Describe how philosophy fits into the field of kinesiology) Assignment 1</td>
</tr>
<tr>
<td>Week 4</td>
<td>Ch. 5 – History (Discuss past experiences in the discipline, describe how the subdiscipline of history of physical activity has developed)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Exam 1 – Ch. 4, 5, subdisciplines, and careers &amp; certifications</td>
</tr>
<tr>
<td>Week 6</td>
<td>Assemble groups; Receive an ethical question related to kinesiology and physical education. The students will develop a group resolution and present to the class as a group.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Present to class as a group (group philosophical presentations)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Ch. 8 Sport Psychology, Ch. 9 – Biomechanics (Explore how human movement biomechanics emerged</td>
</tr>
</tbody>
</table>
within the field of physical activity) **Assignment 2**

**Week 9**
Ch. 10 – Physiology of Physical Activity (Explore areas of Exercise Physiology, explore job opportunities. Examine how the body responds to physical activity and how these changes relate to physical performance and health.) **Exam II – Ch. 8, 9, 10**

**Week 10**
Ch. 14 - Careers in Teaching P.E (Define Pedagogy, describe settings in which physical educators teach.)

**Week 11**
Ch.13- Careers in Therapeutic Exercise (Acquaint the student with the wide range of professional opportunities in the sphere of therapeutic exercise) **Assignment 3**

**Week 12**
Ch.15 – Careers in Coaching and Sport Instruction (Familiarize the student with the nature of the work and qualifications for coaching and professional sport instruction.)
Ch.16- Careers in Sport Management (Familiarize the student with the purpose and types of work done by professionals in sport management.)

**Week 13** **THANKSGIVING BREAK Nov. 22-26th**

**Week 14**
Dead Week || **Write a Personal Philosophy (Optional Paper)**

**Week 15**
Final Exam – Ch. 13-16

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

**VI. Readings Required:**

**VII. Course Evaluations:**
Near the conclusion of the semester, each student will have the opportunity to evaluate the course. Evaluation data is used for a number of important purposes relating to improving instruction. SFA is committed to excellence in teaching. 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:** The student may incur **two unexcused absences** for the semester. Subsequent unexcused absences will result in a deduction of 3 points from the student’s final grade. 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 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 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, 468-3004 (ODS) 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 must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**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). Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

**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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 SFASU.

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 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/.

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, 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.

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.

Syllabus Statement:
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741