Stephen F. Austin State University  
Department of Kinesiology & Health Science  
KINE1301.006 – Foundations of Kinesiology  
Fall 2021

**Instructor:** Jessica Thompson, MS  
**Course Time & Location:** TR 11:00a-12:15p  
HPE 203  
**Office:** SGYM 102A  
**Office Hours:** TR 10:00-11:00am  
**Main Office:** 936.468.3505  
**Credits:** 3 hours  
**Prerequisites:** None  
**Email:** Students should use Brightspace/D2L to email the professor regarding class.

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 an online course that will meet 115 minutes of classroom time/direct instruction per week for 15 weeks and also meets for a 2 hour final exam. 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 online examinations.

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):**

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 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 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 utilize assessments and reflection to foster student learning and inform instructional decisions.

Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

**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>
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</thead>
</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 chapter 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):**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A = 100 – 90</td>
<td>55%</td>
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<td>B = 89 – 80</td>
<td>30%</td>
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<td>C = 79 – 70</td>
<td>10%</td>
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<td>D = 69 – 60</td>
<td>5%</td>
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<tr>
<td>F = 59 or below</td>
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<table>
<thead>
<tr>
<th>Exams</th>
<th>55%</th>
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<tbody>
<tr>
<td>Homework and Quizzes</td>
<td>30%</td>
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<tr>
<td>Group Presentation</td>
<td>10%</td>
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<tr>
<td>Professionalism</td>
<td>5%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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V. **Tentative Course Outline/Calendar:**

The format for each module will be to read the text and notes, complete chapter quiz/assessment, and assignment. Assignments will range from article submissions, video submissions, presentations, and online discussions. Due dates for specific quizzes and assignments will be at midnight on the day stated in the Course Calendar. **No late work will be accepted unless absence is documented with 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.

**Objectives for each chapter** Students should be able to:

Chapter 1
- determine the nature of “contemporary physical education, exercise science and sport (PEEXSPT)” and how it has evolved.
- define the specialized areas of study within PEEXSPT and how they interrelate
- determine the relationship between the discipline, profession, and field
-identify the allied fields associated with PEEXSPT
Chapter 2
-Discuss key concepts of philosophy and their application to physical education, exercise science, and sport.
-Define sport philosophy and describe its historical development and areas of study.
-Begin to develop a professional philosophy.
-Discuss the goals and objectives of physical education, exercise science, and sport.
-Identify the characteristics of a physically educated person.
-Explain what is meant by the cognitive, affective, and psychomotor domains of behavior and how education contributes to development within these domains.
-Describe the purposes and the importance of assessment in physical education, exercise science, and sport.

Chapter 3
-Understand the changing demographics of the United States and their implications for physical education, exercise science, and sport.
-Interpret to colleagues and to the public the role of physical education, exercise science, and sport in the promotion of health and the attainment of wellness.
-Discuss the physical activity of people of all ages and the implications for physical education, exercise science and sport.

Chapter 4
-Identify events that served as catalysts for physical education, exercise science, and sport’s growth.
-Identify some of the outstanding leaders in the fields.
-Discuss recent developments in physical education, exercise science, and sport.
-Draw implications from history of our fields for the future of physical education, exercise science, and sport.

Chapter 5
-Define concepts of motor behavior.
-Understand selected models of motor learning and the stages of learning and be able to draw implication for instruction in PEEXSPT.
-Apply the teaching of PEEXSPT concepts of motor learning such as feedback, design of practice, and transfer.
-Describe the fundamental movements and the phases of motor development.

Chapter 6
-Define the term biomechanics and how it relates to the filed of PEEXPST
-Understand the importance of biomechanics to PEEXSPT
-Define terms related to the field of biomechanics
-Explain mechanical principles associated with PEEXSPT
-Describe various techniques to analyze human motion

Chapter 7
-Define terms and concepts related to exercise physiology and understands its importance in PEEXSPT
-Understand health- and performance-related fitness components
-Understand how physical activity enhances health
-Use the FITT formula to design a fitness program
Chapter 8
- Show how sport is a socializing force in American culture
- Discuss the nature and scope of sport
- Describe the growth of sports in educational institutions in America and educators attitudes
- Explain the concerns of sports related to girls and women, children, minorities, violence and substance abuse in sports

Chapter 9
- Describe the psychological benefits of participating in physical activities and sport.
- Describe different behavioral theories and their application to exercise adherence.
- Understand the effects of anxiety and arousal in the performance of motor skills and different strategies to enhance performance.
- Discuss the effective use of motivation, goal setting, imagery, and self-talk in PEEXSPT.

Chapter 10
- Define sport pedagogy, assessment, physical education, curriculum and instruction.
- Discuss the effects of the standards-based movement upon physical education programs relation to instructional processes, assessment and curriculum.
- Describe an effective physical education teacher.
- Discuss the importance of assessment in physical education programs.

Chapter 11
- List career opportunities in PEEXSPT.
- Identify your strengths, weaknesses, interests, goals, and career preferences.
- Understand your professional preparation needs and educational requirements.
- Discuss the importance of internships and professional organizations in PEEXSPT.

Chapter 12
- Discuss the advantages and disadvantages of the teaching career.
- Describe the similarities and differences between teaching and coaching.
- Identify strategies to maximize opportunities for employment in a teaching or coaching career.

Chapter 13
- Discuss the responsibilities and opportunities for PEEXSPT professionals in fitness and health-related careers.
- List career opportunities for someone pursuing therapy-related careers.
- Describe several strategies that can be used to enhance the marketability of someone in fitness-, therapy-, and health-related careers.

Chapter 14
- Identify career opportunities in sport management.
- Discuss career opportunities in sport media and how experiences in PEEXSPT can help in these careers.
- Describe how to increase ones marketability in sport careers.

Chapter 15
- Discuss the importance of leadership in the fields of PEEXSPT.
- Describe the promotion of developing values in PEEXSPT.
- Identify the technological advances that are impacting the field.
- Define the role of PEEXSPT professionals in relation to national health goals.
- Articulate your opinion on certain issues related to the field of PEEXSPT.
VI. Readings (Required and recommended – including texts, websites, articles, etc.):

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 http://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 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. 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:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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;
- 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 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 W 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**

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.

**Additional Information Specific to Educator Preparation:**

**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/](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:
Proper etiquette for online discussions is required. No late work will be accepted. Students should email the instructor through D2L in the course. Email will be responded to within 24 hours Monday- Thursday. I will check email daily Monday-Friday. Students should also check email in the course every day during the week or have D2L email forwarded to their personal email accounts.
Semester Schedule

No late work will be accepted unless absence is documented with Judicial Office. This schedule is tentative and subject 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 following proposed content topics.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Chapters Covered/Exams/Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 24</td>
<td>Syllabus</td>
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<tr>
<td></td>
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<td>Chapter 1 – Meaning and Scope</td>
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<td>*Syllabus and Chapter 1 Quiz</td>
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<td>2</td>
<td>Aug 31</td>
<td>Chapter 2 – Philosophy, Goals, and Objectives</td>
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<td>3</td>
<td>Sep 7</td>
<td>Chapter 3 – Role in Society</td>
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<td>*Chapter 3 Quiz</td>
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<td>4</td>
<td>Sep 14</td>
<td>Chapter 4 – Historical Foundation</td>
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<td>9/16 - Professional Philosophy Paper DUE on D2L by 11:59pm</td>
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<td>*Chapter 4 Quiz</td>
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<td>5</td>
<td>Sep 21</td>
<td>Chapter 5 – Motor Behavior</td>
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<td>Assign Motor Behavior Journal Article Assignment</td>
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<td>*Chapter 5 Quiz</td>
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<td>6</td>
<td>Sep 28</td>
<td>9/28 - Exam 1 – Chapters 1-5 on D2L from 11:00am – 12:30pm</td>
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<td>Chapter 6 – Biomechanical Foundations</td>
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<td>9/30 – Chapter 5 Motor Behavior Journal Article Assignment DUE to D2L DropBox by 11:59pm</td>
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<td>7</td>
<td>Oct 5</td>
<td>Chapter 7 – Exercise Physiology and Fitness</td>
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<td>8</td>
<td>Oct 12</td>
<td>Chapter 8 – Sociological Foundation</td>
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<td>9</td>
<td>Oct 19</td>
<td>Chapter 9 – Sport and Exercise Physiology</td>
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<td>10/21 - Exam 2 – Chapters 6-9 on D2L from 11:00am – 12:30pm</td>
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<td>10</td>
<td>Oct 26</td>
<td>Chapter 10 – Sport Pedagogy</td>
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<td>*Chapter 10 Quiz</td>
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<td>11</td>
<td>Nov 2</td>
<td>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>Chapter 12 – Teaching and Coaching Careers</td>
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<td>*Chapters 15, 11, and 12 Quizzes</td>
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<tr>
<td>12</td>
<td>Nov 9</td>
<td>Group Presentations</td>
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<tr>
<td>13</td>
<td>Nov 16</td>
<td>Group Presentation</td>
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<td>14</td>
<td>Nov 23</td>
<td>THANKSGIVING BREAK – NO CLASS</td>
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<td>15</td>
<td>Nov 30</td>
<td>Chapter 13 – Fitness and Health-Related Careers</td>
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<td>Chapter 14 – Sport Careers</td>
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<tr>
<td>16</td>
<td>Dec 7</td>
<td>FINALS WEEK</td>
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<td></td>
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<td>Exam 3 – Chapters 10-15 **</td>
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*Chapter Quizzes are to be completed on D2L. Chapter quizzes will open each Thursday after class and are due by 11:59pm the following Monday.