I. Course Description:

KINE 4117L. Analysis of Movement Laboratory. KINE 4117L (laboratory) is a co-requisite for KINE 4117 lecture. This course contains a critical assignment (Motion Analysis Project) related to accountability and accreditation.

KINE 4117L. Analysis of Movement Laboratory (1 credit) is a hybrid education course and students are expected to engage in the online modules, lectures, and in class activities for 75 minutes for 15 weeks. The course requires students to complete weekly written quizzes that necessitates students to demonstrate understanding and utilization of the concepts presented during lecture and laboratory.

II. Intended Learning Outcomes/Goals/Objectives:

This course is one of the core courses that make-up the scientific foundations area for kinesiology and all movement related fields. It prepares an individual to be able to evaluate and analyze human movement with the intent of influencing improvement. Studying the anatomical and mechanical factors that influence human movement gives an individual the background knowledge to be able to accomplish this goal. This course has been designed to help students in movement related fields to achieve professional excellence and to help the Kinesiology and Health Science Department and the College of Education at SFASU to provide an exemplary program which is recognized at the state, national, and international levels. This is in alignment with the Vision of the College of Education as stated in the COE Conceptual Framework, which can be viewed at http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/.

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:**

1. The student will be able to accurately describe a movement.
2. The student will be able to identify the anatomical and mechanical factors that most influence a performance.
   3. The student will be able to evaluate and analyze a performance using technology with the intent of influencing improvement.

   **The following NASPE Standards are covered in this course:**

   **Standard 1: Content Knowledge** Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.

   1.1 Teacher candidates can satisfactorily demonstrate the ability to identify critical elements both verbally and by written analysis.

   1.3 Teacher candidates demonstrate an understanding of concepts and strategies related to skillful movement through accurate analysis of “why” movement performance occurs as it does, and by the identification of factors that distinguish novice from expert movement performance.

   1.4 Teacher candidates demonstrate bioscience knowledge and use this knowledge appropriately to plan and teach skillful movement, physical activity, and fitness.

   **Standard 7: Student Assessment** Physical education teachers understand and use assessment to foster physical, cognitive, and emotional development of students in physical activity.

   7.2 Teacher candidates use a variety of appropriate authentic and traditional assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).

   **Standard 9: Technology** Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

   9.1 Teacher candidates demonstrate knowledge of current technologies and their application to physical education.

   9.3 Teacher candidates demonstrate a sufficient use of technologies to communicate, network, locate resources, and enhance continuing professional development.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. Instructional Strategies: Lecture, assignments, and class discussions.

2. Communication: All students should have access to Desire to Learn (D2L) and a SFASU student email address. Assignments, lecture notes and other pertinent information will be available on D2L. Student email addresses will be used to communicate with the class and individual students on an as needed basis.

3. Assignments: Practical application-based problems to emphasize concepts from lectures and laboratory experiences.

4. Qualitative Analysis of Motion Project: This project will allow each student the opportunity to apply the concepts learned from both laboratory and lecture to analyze a whole-body movement. Details regarding this project will be provided on D2L and also covered in class. Upon completion this project should be uploaded to Live Text.

5. Quizzes will be used to evaluate learning and comprehension of course content.

6. Participation will be assessed through attendance, punctuality, and/or class activities.

IV. Evaluation and Assessments (Grading): Grades for the course will be based on the following:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Labs (10 x 5 points each)</td>
<td>50 points</td>
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<tr>
<td>Quizzes (5 x 10 points each)</td>
<td>50 points</td>
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<tr>
<td>Total</td>
<td>100 points</td>
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<table>
<thead>
<tr>
<th>Assessments</th>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Labs (10 x 5 points each)</td>
<td>50 points</td>
<td>Points</td>
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<tr>
<td>Quizzes (5 x 10 points each)</td>
<td>50 points</td>
<td>&gt; 90</td>
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<tr>
<td>Total</td>
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<td>80-90</td>
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<td>60-70</td>
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<td>&lt; 60</td>
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V. Tentative Course Outline/Calendar: (The following content is expected to be covered on the following dates, but unforeseeable circumstances might necessitate a change in date for the content.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic / Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/24</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>8/31</td>
<td>Module 1</td>
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<tr>
<td></td>
<td></td>
<td>L1 – Bone and Muscle Identification</td>
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<tr>
<td>3</td>
<td>9/7</td>
<td>Module 2</td>
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<tr>
<td></td>
<td></td>
<td>Quiz 1 – Bone and Muscle Identification</td>
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<td></td>
<td></td>
<td>L2 – Muscle Nomenclature and Roles</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignments</td>
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<tr>
<td>------</td>
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<tr>
<td>4</td>
<td>9/14</td>
<td>No Assignments</td>
</tr>
</tbody>
</table>
| 5    | 9/21 | Module 3  
L3 – Shoulder Girdle |
| 6    | 9/28 | Module 4  
Quiz 2 – Muscle Nomenclature, Muscle Roles, and Shoulder Girdle  
L4 – Shoulder Joint |
| 7    | 10/5 | Module 5  
L5 – Elbow Joint |
| 8    | 10/12 | Module 6  
Quiz 3 – Shoulder Joint, Elbow, and Forearm  
L6 – Hand and Wrist |
| 9    | 10/19 | No assignment |
| 10   | 10/26 | Module 7  
L7 – Spinal Column |
| 11   | 11/2 | Module 8  
L8 – Hip and Pelvic Girdle |
| 12   | 11/9 | Module 9  
Quiz 4 – Spinal Column, Pelvis, and Hip  
L9 – Knee Joint |
| 13   | 11/16 | Module 10  
L10 – Foot and Ankle Joints  
Thanksgiving Break |
| 14   | 11/30 | Quiz 5 – Knee Joint  
Review Week |

**VI. Textbook, Charts, and Supplies**

Required Resources
2. Access to Desire2Learn to download class lectures and handouts.

**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 PCOE faculty is committed to excellence in teaching and continued improvement.

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:

Acceptable Student Behavior

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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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.

Make-up Opportunities

Make-up work will be allowed for missed assignments due to excused absences for reasons such as health, family emergencies, or student participation in approved university-sponsored events with appropriate documentation.

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, 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/.

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

**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. Falsifying or inventing of any information, including citations, on an assignment; and/or;
3. Helping or attempting to help another in an act of cheating or plagiarism.
4. 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.

**Student Appeals**

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

**Withheld Grades: Policy 5.5**

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

**Student Code of Conduct: Policy 10.4**

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.
Mental Health

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