Instructor: Eric Jones Ph.D.
Office: EDAN 103
Credits: 3
Other Contact Information: Lab # 468-1493

Prerequisites: Undergraduate Exercise Physiology or instructor consent

I. Course Description:
This course examines the human physiological response to stress (exercise, environmental, etc.) and how we can apply physiological principles to our personal and professional lives.

KINE 5353 “Physiology of Exercise” (3 credits) meets one time each week in 150-minute segments for 15 weeks, includes 150 minutes of asynchronous instruction, and also meets for a 2-hour final examination. Students have significant weekly reading assignments and and take 3 essay exams throughout the semester. These activities average a minimum 6 hours of work each week to adequately prepare outside of classroom hours.

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 #2: Prepare educators and industry professionals.

Program Learning Outcomes:
• The student will be able to demonstrate the ability to read and make critical analysis of original research.
• The student will demonstrate advanced knowledge of anatomical, physiological, psychological and developmental aspects of physical activity as it relates to human well-being and issues of exercise and sport performance.
• The student will be able to demonstrate an understanding of a variety of research methods employed in the subdisciplines in Kinesiology.
• The student will 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.

Student Learning Outcomes:
• Students will be able to expand upon and explain concepts commonly introduced in exercise physiology courses at the undergraduate level using textbooks, current literature, and participation. (PLO 1,2,4)
• Students will be able to identify applications of current information in health, industry, fitness, sports, and medicine. (PLO 1,4)
• Students will be able to identify the inadequacies of knowledge of the professor, texts, research, and themselves in these areas. (PLO 3,4)

III. Course Assignments and Exams:
Cognitive evaluation will consist of three essay exams (100 pts each). We will also try to incorporate reading and evaluating scientific journal articles that address the topics being discussed in lecture from week to week. It is my hope that we can maximize our learning time and minimize our evaluation time. We will attempt to do this through the additional learning that will come from reading about new findings in our field and also by rethinking what you have already learned.

Make Up Exams – Make up exams will not be given, prior arrangements must be made in critical cases. If a student is absence on exam day he/she will be earn a zero.

IV. Evaluation and Assessment
Grading/Evaluation Procedures
Exam I  
Exam II  
Final Exam  

V. Tentative Course Outline/Calendar:

| Monday | 
| --- | --- |
| Aug. 23 Introduction, Syllabi. | 
| Aug. 30 Chpt. 2 Bioenergetics (energy transformation, phosphorylation, and interactions) | 
| Sept. 6 Chpt. 3 Bioenergetics (energy transformation, phosphorylation, and interactions) | 
| Sept. 13 Chpt 4-19 Expenditure/Fatigue (rest to exercise transition, recovery, fuel utilization) | 
| Sept. 20 Chpt. 13 Adaptations (Impacts on performance, homeostasis, and VO2) | 
| Sept. 27 Exam I  
Applied Literature Based Assignment (75 minutes asynchronous) | 
| Oct. 4 Chpt. 8 Muscle structure and function | 
| Oct. 11 Chpt. 7-21 Neural Control/muscular adaptations and responses | 
| Oct. 18 Chpt. 9 Cardiac function (organization, hemodynamics, and circulatory responses) | 
| Oct. 25 Chpt. 9 Cardiac function (organization, hemodynamics, and circulatory responses) | 
| Nov. 1 Chpt. 10-13 Respiratory system (structure, diffusion of gases and transport, ventilatory control) | 
| Nov. 8 Exam II  
Applied Literature Based Assignment (75 minutes asynchronous) | 
| Nov. 15 Chpt 21 Training Applications (training techniques, common mistakes) Thanksgiving | 
| Nov. 22 Thanksgiving | 
| Nov. 29 Chpt. 24 Environmental Phys (impact of altitude, thermoregulation, and pollution) | 
| Final Exam: Dec. 6th  
4:00-6:30 | 

*Schedule is an approximation and could change*


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.

VIII. Student Ethics and Other Policy Information:
*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 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.
Attendance and participation are required at all times. **2 absences will be given to each student for the entire semester, use them wisely!** University travel and Legal obligations will be the **only** excused absences allowed (written documentation required). Each absence beyond 2 will result in a loss of **one letter grade**. Arriving late to class and early departure is unacceptable. 3 such occurrences will result in an absence and the attendance grade will be reduced accordingly. **No exceptions will be made for any of the above policies.**

**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/](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 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**
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. Bystanders, if their
presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

Other Relevant Course Information

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s 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](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://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