KINESIOLOGY AND HEALTH SCIENCE DEPARTMENT
KINE 4117L.021: ANALYSIS OF MOVEMENT
Fall 2023

Instructor: Memory Groves
Office: EDAN 108
Credits: 1
Email: grovesmj@jacks.sfasu.edu

Course Time: Monday, 1pm-2:15pm
Location: EDAN 111
Office Hours: Mon. 10am-1pm

I. Course Description:

KINE 4117L. Analysis of Movement Laboratory. KINE 4117L (laboratory) is a co-requisite for KINE 4317 lecture. This course contains a critical assignment (Motion Analysis Project) related to accountability and accreditation.

KIN 4117L. Analysis of Movement Laboratory (1 credit) The course meets once a week for 75 minutes for 14 weeks. Students have weekly reading assignments that are required to be completed prior to the associated laboratory meeting. Practical application-based problem sets for each laboratory meeting are assigned to be completed outside of the laboratory meeting time. 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. These activities should require 3-4 hours of time per week in addition to the time commitment designated the laboratory meeting time.

PCOE 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:

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
Program Learning Outcomes:

1) The student will be prepared to pass state/national accredited certifications.
2) The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3) The student 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.
4) The student will apply content and foundational knowledge to plan 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.
5) The student will apply content and foundational knowledge to 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.
6) The student will select and implement appropriate assessments to monitor P-12 students’ progress and guide decision making related to instruction and learning.

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:

Assessments

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>130</td>
</tr>
<tr>
<td>Quizzes</td>
<td>70</td>
</tr>
<tr>
<td>Participation</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>220</td>
</tr>
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</table>

**lowest assignment and quiz grade will be dropped**

Grading Scale

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60%</td>
<td>F</td>
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</tbody>
</table>

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>Date</th>
<th>Topic / Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/4</td>
<td>Course Introduction, Syllabus, L1 – Bone Identification &amp; Muscle Identification,</td>
</tr>
<tr>
<td>09/11</td>
<td>L2 – Goniometry, Quiz 1</td>
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<td>09/18</td>
<td>L3 – OnForm, L4 Movement Analysis Checklist</td>
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<td>09/25</td>
<td>L5 – Dynamometer &amp; Force Plate</td>
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<td>10/2</td>
<td>L6 – Vertical Jump &amp; EMG</td>
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<td>10/9</td>
<td>L7 – Shoulder Girdle/Joint</td>
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<tr>
<td>10/16</td>
<td>L8 – Elbow, Quiz 2</td>
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<td>10/23</td>
<td>L9 – Wrist and Hand, Quiz 3</td>
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<tr>
<td>10/30</td>
<td>L10 – Hip, Quiz 4</td>
</tr>
<tr>
<td>11/6</td>
<td>L11 – Knee Joint, Quiz 5</td>
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<tr>
<td>11/13</td>
<td>L12 – Ankle and Foot, Quiz 6</td>
</tr>
<tr>
<td>11/20</td>
<td><strong>THANKSGIVING HOLIDAY</strong></td>
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<tr>
<td>11/27</td>
<td>L13 – Spinal Column and Pelvis, Quiz 7</td>
</tr>
<tr>
<td>12/04</td>
<td>Make-ups</td>
</tr>
</tbody>
</table>
VI. Textbook, Charts, and Supplies

2. Access to Brightspace/Desire2Learn to download class lectures and handouts

OnForm: Video Analysis App by OnForm Inc will be used to measure joint angles. The student is responsible for downloading the app to their device. The free version is sufficient to our needs.

QClassroom Statement: This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

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 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. Documentation of attendance and participation will be accomplished through the attendance. For reporting purposes, a student who does not attend class and/or show participation will be dropped from financial aid for that course.

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. All make-up work must be completed on the last day that course is scheduled to meet in order to receive any credit.

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities**
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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**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
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).

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.


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
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.

Other Relevant Course Information:

**Cellphone/laptop**
Cell phone use is not permitted during class; This includes texting, recording and/or picture taking. Laptops may be used for NOTE TAKING ONLY.

**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.

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health, and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741