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 for 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 COE Conceptual Framework, which can be viewed at http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/.
**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.

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>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><strong>230</strong></td>
</tr>
</tbody>
</table>

*Lowest quiz and assignment 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>
</tr>
</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>Class Day</th>
<th>Topic / Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-Sep</td>
<td>Course Introduction, Syllabus, L1 - Bone &amp; Muscle Identification</td>
</tr>
<tr>
<td>14-Sep</td>
<td>L2 - Goniometry, Quiz 1</td>
</tr>
<tr>
<td>21-Sep</td>
<td>L3 – OnForm, L4 Movement Analysis Checklist</td>
</tr>
<tr>
<td>28-Sep</td>
<td>L5 - Dynamometer &amp; Force Plate</td>
</tr>
<tr>
<td>5-Oct</td>
<td>L6 - Vertical Jump &amp; EMG</td>
</tr>
<tr>
<td>12-Oct</td>
<td>L7 - Shoulder Girdle/ Joint</td>
</tr>
<tr>
<td>19-Oct</td>
<td>L8 - Elbow, Quiz 2</td>
</tr>
<tr>
<td>26-Oct</td>
<td>L9 - Wrist &amp; Hand, Quiz 3</td>
</tr>
<tr>
<td>2-Nov</td>
<td>L10 – Hip, Quiz 4</td>
</tr>
<tr>
<td>9-Nov</td>
<td>L11 - Knee Joint, Quiz 5</td>
</tr>
<tr>
<td>16-Nov</td>
<td>L12 - Ankle and Foot, Quiz 6</td>
</tr>
<tr>
<td>23-Nov</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>30-Nov</td>
<td>L13 – Spinal Column and Pelvis, Quiz 7</td>
</tr>
<tr>
<td>7-Dec</td>
<td>Make-ups</td>
</tr>
</tbody>
</table>

*Course Schedule subject to change*
VI. Textbook, Charts, and Supplies

1. Floyd & Thompson. Manual of Structural Kinesiology. 21st ed. Mcgraw Hill. 2. Access to Brightspace/Desire2Learn to download class lectures and handouts. 3. 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 for 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 (4.1)

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.

**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/.

**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
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
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
  - Alcohol and Other Drug Education

[website URL]
936.468.4008
thehub@sfasu.edu

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)
- johCrisis Text Line: Text HELLO to 741-741