**KIN 111: Foundations of Kinesiology**

**Course Syllabus**

**Instructor:** Christi Johnson, PhD

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**Regular Class Meetings:** 9-11am & 1-3pm, M-Th

9-12, F

321 Law Hall

**Office Hours:** 3-4 Tuesday; or right before or after class; or open door; or by appointment

.

**Required Texts:** Daily Readings on Moodle

Book Club Texts:

Older, Faster, Stronger (by Margaret Webb)

ISBN: 978-1-62336-169-3

A Place on the Team (by Welch Suggs)

ISBN: 0-691-11769-1

The Sports Gene (by David Epstein)

ISBN-13: 978-1617230127

No Contest (by Alfie Kohn)

ISBN-13: 978-0395631256

# The Edge: The War Against Cheating and Corruption in the Cutthroat

# World of Elite Sports (by Roger Pielke)

ISBN:  1938901576

**Prerequisites**: None

***Course Description***

**KIN 111: Foundations of Kinesiology:** This course presents a broad examination of kinesiology as an academic discipline and profession. Students will explore kinesiology’s related sub-disciplines, study the historical development of kinesiology across major time periods from the ancient world to today, and consider related scientific, philosophical, and educational issues. Learning activities will include reading from a variety of texts, in-class discussions, as well as group and individual projects.

***Course Objectives***

Cornell College maintains the following Educational Priorities & Outcomes (http://www.cornellcollege.edu/about-cornell/mission/):

* Knowledge
* Inquiry
* Reasoning
* Communication
* Intercultural Literacy
* Ethical Behavior
* Citizenship
* Vocation
* Well-being

This course is designed to reflect the College’s priorities. As such, the course objectives fit within the overall Educational Priorities of the College.

***Students will……***

1. Understand the nature of disciplines within the liberal arts *(Knowledge, Vocation)*
2. Understand the nature and scope of the Kinesiology discipline and identify the objectives of Kinesiology’s sub-disciplines. *(Knowledge)*
3. Appreciate the role of movement (and the study of movement: Kinesiology) in different cultures throughout history. *(Intercultural Literacy)*
4. Understand and appreciate the historical development of Kinesiology *(Knowledge)*
5. Demonstrate the ability to work with others during group assignments, to communicate effectively with other students in large and small group work, and to establish and maintain positive professional relationships with colleagues*. (Communication)*
6. Demonstrate the ability to find and read a variety of texts for meaning, relevance to course materials, and connections to society*. (Inquiry)*
7. Demonstrate the ability to effectively provide a group oral presentation that addresses specific criteria. *(Communication)*
8. To develop skills for the critique and interpretation of current research in Kinesiology. (*Reasoning*)

*This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, well-being, reasoning, vocation, ethical behavior, inquiry, communication, intercultural literacy, and vocation.*

# **Summary of Course Grading**

|  |  |
| --- | --- |
|  | ***Weighted Percentage***  ***of Final Grade*** |
| Exam 1 | 25% |
| Exam 2 | 25% |
| Book reading/ discussion groups | 10% |
| Book symposium presentation & outline | 15% |
| Journal club write-up | 10% |
| Journal club participation | 10% |
| Class Participation | 5% |

**Guidelines for Letter Grades:**

A = 93-100% B+= 88-89.9% C+= 78-79.9% D+= 68-69.9%

A-= 90-92.9% B = 83-87.9% C = 73-77.9% D = 63-67.9%

B- = 80-82.9% C- = 70-72.9% D- = 60-62.9%

\*\*In the unlikely event that the assignment of final grades is curved, students earning 55% or less on exams are unlikely to attain a passing grade.

1. **Handouts, readings:** Handouts, readings, and other course materials will be posted on Moodle or provided in class.
2. **Exams:** There will be two written exams. Each written exam will be worth 25% each of the final grade and will include multiple choice, short answer, and essay question formats. The written exams are noncumulative in nature.

Make up exams will not be given *except under extreme, extenuating circumstances* and must be previously approved and arranged.

1. **Book reading and discussion groups:** Students will be assigned small groups and a book to be read and formally discussed in multiple discussion sessions. Each student will be required to lead a discussion session. (10% of final grade)
2. **Book symposium presentation:** There will be one 20-minute group presentation due the final week of the block relating to your assigned book. Students must hand in a formal presentation outline after their presentations (15% of the final grade).
3. **Journal Club Participation:** Students will read a primary research article in the field of kinesiology, create a written article summary with appropriate citations, and present this review in a journal club format. Journal club participation involves presenting one’s own article and stimulating discussion about it AND participating in discussion about others’ articles (10% of the final grade).
4. **Journal Club Write-Up:** Students will write a summary, critique, and reflection on the article they presented in Journal Club. This short paper must be accompanied by an appropriate, APA-style reference for the article, and appropriate in-text, APA style citations (10% of the final grade).
5. **Participation:** A portion of the final grade is dependent upon a student’s daily participation in course activities and the quality of in-class work. Active participation in class discussions will count favorably towards this component of the final grade. You may be assigned small, written activities throughout the course that will count toward your Participation grade (5% of the final grade).

### **Basic Expectations**

**On attendance:** It is your choice to attend class. There are many good reasons to choose to attend.

1. You will learn more of the course content if you do attend class. If you miss class, you will miss notes and discussion. This will impact your grade negatively. Some of the course material is NOT covered in the textbook. If you miss class it is your responsibility to get notes and announcements from a classmate. Once you have those notes and announcements, feel free to visit my office hours to discuss them and ensure you have all the material.
2. You can think of class attendance as part of your “job” as a student. In my experience, most jobs do not offer bonus pay simply for showing up. (If you do find a job that pays you just to attend, please tell me about it!). In school and in occupation, you must pair showing up with working toward certain outcomes.
3. I notice and will miss you if you are gone.
4. In the event that you may have to consider a 15-day drop, Cornell policy requires that students have shown a dedicated effort toward mastering the course material. Anything more than two absences will impair your ability to demonstrate a “dedicated effort.”

If an emergency causes you to miss the day of an exam or impairs your ability to hand in work on time, please contact me before the missed class or assignment deadline. To make up exams or major assignments, students must provide appropriate documentation of their absences.

**On workload:** You are a full-time student and you should plan on spending the equivalent of at least a full-time job on your course. I expect the average student will need to spend ~150 hours on this course this block to approach their best potential performance. Since we will spend ~50 hours in class, this leaves ~100 hours outside of class time. So, you need to set aside several hours outside of class each day to keep up with the material. If you are struggling or if you want a deeper mastery of the material, you will benefit from spending more time deeply engaging the material. Look for times during the day in which you have the most energy and are feeling excited about learning. Plan breaks in your study time to keep your energy high (e.g., six 30-minute sessions per day is likely to be more effective than one 3-hour session). The opportunities offered in a liberal arts education at Cornell College will help you compete in the job world, but you will have to work both effectively and efficiently.

**On reading and understanding:** In the field of kinesiology, many of the concepts may seem familiar. Kinesiology applies very specific languages of various sub-disciplines to understand familiar concepts in new, scientific, and specific ways. Practice using the language of kinesiology to understand your movement world. I suggest you keep a list of new terms you encounter in the course, and, when talking about the course with your classmates, or even family and friends, try to use these new words. If you can teach these concepts to others, then you will be well on your way to understanding them.

**On finding information and writing:** Although I will provide you with resources to support your library usage and writing,I expect that you are able to use library resources to find information in scholarly, peer-reviewed journals. I also expect that you can write fluently in English. This includes using the following structures and tools:

* Using library search engines and databases
* Creating keyword searches
* Using accepted grammar
* Writing full sentences
* Composing coherent paragraphs
* Creating 5-paragraph essays
* Writing annotated bibliographies
* Using APA citation style for both bibliographic references and in-text citation

If you’re worried about any of this, here are some great resources for you:

* The Writing Studio: <http://www.cornellcollege.edu/library/ctl/ws/>
* The Quantitative Studio: <http://www.cornellcollege.edu/library/ctl/qr/index.shtml>
* Academic Technology: <http://www.cornellcollege.edu/library/ctl/ats/index.shtml>
* Study Tips: <http://www.cornellcollege.edu/academic-support-and-advising/study-tips/index.shtml>
* Academic Support and Tutoring: <http://www.cornellcollege.edu/academic-support-and-advising/index.shtml>
* Amy Gullen, Consulting Librarian: <http://www.cornellcollege.edu/academics/our-faculty/faculty-profile/index.php/show/agullen>
* Online Writing Lab at Purdue: <https://owl.english.purdue.edu/owl/resource/560/01/>

### **What to do if…**

**…you have to miss class**: Students are expected to attend each class. If you miss class, you will miss notes and discussion and will not receive credit for that class. This will impact your grade negatively. Some of the course material is NOT covered in the textbook. If you miss class it is your responsibility to get notes and announcements from a classmate. Once you have those notes and announcements, feel free to visit my office hours to discuss them and ensure you have all the material.

If an emergency causes you to miss class, please contact Dr. Johnson before the missed class. To make up exams or major assignments, students must provide appropriate documentation of their absences.

**…you need to get a hold of Dr. Johnson RIGHT AWAY**: Talk with me after class! It is often easiest to work through any challenges we may have in person. If you can’t catch up with me after class, please come to office hours! You do not need to make an appointment to come to office hours!

Or, send an email. IMPORTANT NOTE: I generally check email 1-2 times per day. I often am unable to respond to emails after 4:30pm. If a concern emerges for you during the evening, please email me anyway. I’ll be able to address the email the next day.

**…you have a question:** Ask it. Ask it in class publicly. Or, ask it after class or in office hours privately. Or, ask it via email. You can ask me about course content; you can ask me about course policies. You can even ask me about Cornell policies (and we’ll look it up together). And, if you really want to, you can ask me about life stuff. I might not always know the answer, but I’ll work with you to figure it out.

***Course Schedule and Topics***

***Note: This schedule is subject to change! We will NOT change exam dates, but content may fluctuate slightly based on course pacing.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Morning Session** | **Afternoon Session** | **Reading assignments** |
| Mon  10/22 | Course Introduction  Book Club Organization |  |  |
| Tues  10/23 | Introduction to Kinesiology | Defining Exercise | Introduction to Kinesiology A & B  Compendium for Physical Activities |
| Wed  10/24 | Defining Exercise | PA Guidelines | PA Guidelines for Americans, Calculating Exercise intensity |
| Thurs  10/25 | Philosophy of PA: What is play? | **Book discussion #1** | Philosophy of PA Stuart Brown TEDtalk |
| Fri  10/26 | Psychology of Physical Activity |  | Psychology of Physical Activity A and B |
| Mon  10/29 | History of Physical Activity |  | History of Physical Activity A & B |
| Tue  10/30 | History of Physical Activity | **Book discussion #2** |  |
| Wed  10/31 | Media and promotion of health, wellness, and sport | Catch up, Open Q&A | Media Activity Reading |
| Thurs  11/1 | **Midterm Exam** | **Book discussion #3** |  |
| Fri  11/2 | Sociology of Physical Activity |  | Sociology of Physical Activity A & B |
| Mon  11/5 | Finding and reading scientific studies – Library Staff | Summarizing and writing about research-- Library Staff |  |
| Tues  11/6 | How to give a presentation | **Book discussion #4** |  |
| Wed  11/7 | **Journal Club** | Business management and sports administration | **Written summary of scientific article due 9am** |
| Thurs  11/8 | Physiology of Physical Activity | **Book discussion #5** | Physiology of Physical Activity A & B |
| Fri  11/9 | Biomechanics of Physical Activity |  | Biomechanics of Physical Activity A & B |
| Mon  11/12 | ***FINAL EXAM*** | Prepare for presentations |  |
| Tuesday  11/13 | Careers in the Field | Symposium dress rehearsal |  |
| Wed  11/14 | **Book Symposium Presentations** |  |  |

**Cornell College Policies:**

***Academic Honesty***

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

***Students with Disabilities***

Cornell College makes reasonable accommodations for persons with disabilities.  Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format.  For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

***Withdrawal from the Course***

According to Cornell College guidelines, students may withdraw from this course on the 15th day of the block assuming that they meet specific criteria as listed in the Course Catalogue. This option is available for the student who has made a *good faith effort* to perform well in class, as demonstrated by consistent attendance and participation in course activities and completion of all assignments.

**Instructor Policies:**

**Class and in-class discussion:** Plan on attending and participating! I want to hear from each of you, and believe each of you has valuable thoughts and ideas to share. Also, always be respectful of one another’s opinions and thoughts and listen! Small, graded assignments may occur during class. These assignments will be related to the topic of the day, but you must be in attendance to complete the assignment!

**Technology in class:** Although taking notes by hand yields better learning and retention of course material, you are allowed to use a computer during class for note-taking and for finding information to support in-class assignments. However, if you find you are distracted by materials not related to the course (on your computer or phone), you are encouraged to put away your technology and take notes by hand. Please be aware that inappropriate uses of technology (e.g., social media, email, online shopping, or web-browsing) during class detracts from your learning experiences and can be disruptive your classmates’ learning environment. If you choose to use technology in class, stay on topic. If technology usage becomes a problem, you will be asked to leave class for the day.

**How to Hand in** **Assignments:** I do not accept assignments via email!!! Most of our assignments will be submitted in hard-copy. When appropriate, Moodle drop-boxes will be opened for assignments. If you have a good reason to miss class, please let me know ahead of time so we can make arrangements for you to submit your assignment.

**Neatness**: All written work should be typed, unless it is created in class. Multiple pages should be stapled. If written work is created in class, spiral-bound notebook “frills” must be removed. All work should include your first and last name, the name or a short description of the assignment, and the due date in the upper right-hand corner.

**Make-Up Policy:** Students are allowed to make up coursework missed due to an excused absence. There are two main criteria for determining whether or not a student may make up missed coursework: 1) the student misses class due to a College-approved excuse (considered an “excused absence”, mandatory attendance at a college-sponsored event or documented medical excuse), 2) the student makes arrangements to make up the missed coursework prior to the absence. It is the student’s responsibility to contact me about making up coursework and to provide documentation for the absence.

**Late Assignments:** Assignments turned in following the due date and time will not be accepted without prior approval. In the event a student has approval to submit late coursework, a 1% per hour grade reduction may be imposed.

**Collaboration (working in groups)**: Our major project is collaborative. Each student on a team is expected to complete a similar amount of work and to contribute equally to the project. Each student will complete a self-evaluation and a group evaluation, describing this equality or the lack of it during the group’s work. Students who misrepresent themselves as equal partners in this collaborative project but who are actually letting others do the bulk of the work will be reported to the College for academic dishonesty. If you have questions, it is your responsibility to ask them.

**Moodle**: Check Moodle regularly for ideas, notes, or special announcements. If you would like help using Moodle, let me know, and I’ll help you to navigate our course page.

**Tests:** During test time, personal items like bags, notes, newspapers, jackets, etc. go under your desk. Cell phones and other technology must be shut off or silenced and stowed under your desk, too. Baseball caps should not be worn or must be turned backwards. Exams for this course are not a collaborative and must be completed by the student without help from others. Exams showing strong similarities and/or duplication will be considered the result of academic dishonesty and will be given a grade of zero-points. The students involved will be reported to the College. Do not share your exams with others in the class. If you have questions about this policy, it is your responsibility to ask them.

**Absences for illness:** If you must miss class due to illness, please contact me VIA EMAIL before the missed class. If you choose to visit a doctor, you may provide a doctor’s note to verify your absence. Please recognize that flu-like symptoms are VERY SERIOUS and you should stay away if you feel you might be contagious.

**Student Privacy**: Because of privacy laws, I am unable to email grade information. Office hours are a great time to talk about your grade, your test scores, and strategies for success in this class.

**Classmate Privacy**: It is a violation of your classmates’ rights to privacy to ask them how they scored on an assignment or an exam. While some people are willing to share that information, others may be reluctant. A classmate may experience uncomfortable peer pressure when asked to share a score. So, just do not ask!