

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

KINES 330—Seminar in Kinesiology (3)
Fall 2012

DAY/TIME:	T 4:30 – 7:10 p.m.	LOCATION:	FFX – 211 Innovation Hall
PROFESSOR:	Dr. Joel Martin	EMAIL ADDRESS:	jmarti38@gmu.edu
OFFICE LOCATION:	210 Bull Run Hall	PHONE NUMBER:	703-993-7607
OFFICE HOURS:	W 10:00 – 12:00 am After class or by appointment	FAX NUMBER:	703-993-2025

PREREQUISITES

Junior standing (60 credit hours) KINE 100, KINE 200, ATEP 300 (formerly KINE 300), KINE 310, KINE 370.

COURSE DESCRIPTION

Prepares students for the fieldwork experience in KINE 341: Kinesiology Internship I. Topics covered include: professionalism, review of evidence-based position papers, and discussion of contemporary issues in kinesiology.

COURSE OBJECTIVES

Upon successful completion of this course students should be able to:

1. Create a professional resume.
2. Write a professional cover letter.
3. Give a professional presentation regarding various health issues.
4. Understand proper etiquette during a job interview.
5. Analyze factual information in order to clarify health issues.
6. Relate current health issues/problems to health education in the workplace, school or community setting.
7. Demonstrate sensitivity in dealing with opposing viewpoints.
8. Synthesize knowledge obtained through the literature, presentations, group leadership and membership, and scholarly writing.
9. Make educated decisions regarding different career paths following completion of their undergraduate work.

COURSE OVERVIEW

The purpose of this course is to prepare students for their future careers and issues that may arise in a workplace environment. Information regarding different career paths, professional skills and professional certifications will be presented. Outside speakers in different areas will come in and discuss the steps they had to go to in order to reach their current position. Additionally, students will be given information to increase their understanding of evidence based principles and guideline development that ensure professional practices are safe, effective, and efficient. Evidence based principles and guideline development is the foundation of many practices including: medicine, physical therapy, athletic training, exercise science research, and the development of public health guidelines. This is an experiential class that further develops students to be prepared for an actual workplace environment.

Attendance and Participation

Attendance is **required** for this class. Arriving to class late or leaving early will be count as an absence. Students are expected to show up prepared to class and participate during class activities. Students who know they will need to miss a class for a legitimate reason should contact the instructor before the class. Students who unexpectedly miss a class for an excused reason should contact the instructor within 24 hours of missing the class. Make-up tests, quizzes, assignments, or other grades will be granted for excused absences only. Excused absences include: serious illness, official university excused absences and extenuating circumstances. It is the student's responsibility to contact the instructor in order to obtain the make-up work.

Academic Load

In addition to attending the lectures there will be regular homework assignments and projects that may require anywhere from 1-10 hours of work per week. Additionally, regular readings will be assigned to students. Students are expected to complete all outside work on time. Extensions will not be granted on assignments unless an extenuating circumstance arises. The purpose of the assignments is to aid students in learning the material. ***Students who attend class, complete all assignments on time, and attend office hours when necessary will be better prepared for the exams than students who do not do so.***

Assignments

All assignments must be typed unless specifically told not to. A loss of points may occur for improper grammar and spelling. It is recommended students save all assignments on their personal computers and/or a back-up device.

Class Delivery

The course is primarily a lecture course. However, other approaches may be used to facilitate learning. These include: class discussions, videos, demonstrations and in-class activities.

Technology Use During Class

As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. No sound emitting technology (e.g., cell phones, smart phones, iPads, Tablets, pagers, etc.) is allowed at any time during the class period. Students who are observed using any form of technology inappropriately (e.g., sending text messages from cell phones, visiting social networking sites from laptops, etc) will be dismissed from class for the day, counted as an absence, and not permitted to make up missed assignments.

Correspondence

The preferred method of communication outside of class is email. Emails should originate from a George Mason email account and be in a professional format (i.e. emails should not look like a text message!). The following is an example:

Dr. Martin,

I have a question regarding....

Regards,
Student Name

REQUIRED READINGS

Hoffman, S.J. (2011). Careers in Sport, Fitness, and Exercise. Human Kinetics.

EVALUATION

This course will be graded on a point system, with a total of 1000 possible points.

Assignments	Points
<i>Resume</i>	200
<i>Cover Letter</i>	50
<i>Take Home ACSM HFS exam</i>	150
<i>Presentation</i>	200
<i>Position Paper</i>	200
<i>Attendance & Participation</i>	<u>100</u>
TOTAL	1000

Grading Scale

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT
T	August	28	Introduction; Resumes & Cover Letters	Resume Rough Draft – Due September 4
T	September	4	Presentations & Mock Interviews; Resume Draft Due	Submit Resumes to Career Services ; Cover Letter Draft – Due September 11
T	September	11	Professional Philosophies; Intro to career paths; Graduate School – Dr. Martin Cover Letter Draft Due	Read Chapters 1, 2 &3
T	September	18	Internships – Dr. Robison	
T	September	25	National Organizations & Certifications – Dr. Jones	ACSM HFS Exam - Due October 16
T	October	2	Careers in fitness instruction, personal training, coaching, sport instruction; <i>Outside speaker #1</i> ; Final Resume & Cover Letter Due	
T	October	9	No Class due to Columbus Day Recess	Read Chapters 6 & 7
T	October	16	Careers in sport medicine; <i>Outside speaker #2</i> ; HFS Exam Due	Read Chapter 8
T	October	23	Kinesiology as pre-professional training; <i>Outside Speaker #3</i>	
T	October	30	Careers in higher education; <i>Outside speaker #4</i>	
T	November	6	Contemporary issues & position stance papers; <i>Outside speaker #5</i>	Class Debate Prep; Presentation Topic
T	November	13	Class debate; <i>Outside speaker #6</i> ; Presentation Topics Due	
T	November	20	Student Presentations	
T	November	27	Student Presentations	
T	December	4	Internship Presentations; Position Paper Due	
			No Final Exam	

Note: Faculty reserves the right to alter the schedule as necessary.

ASSIGNMENT DETAILS

Resume/Cover Letter

Create a rough draft resume. It does not have to be perfect—it is a *draft*. Bring a hard copy to class on the scheduled due date. The following are resources for those who need to update their resumes or create them from scratch:

<http://careers.gmu.edu/student/resumes/>

Reviewing the Resume Contents sections that describe and give examples of an Objective, Education, Experience, etc. will help you create the rough draft of your resume. Students MUST at least have written the following sections:

Identifying information: name, address, email, phone number

Objective: make up a dream job or internship you would like to apply for

Education: Do not include high school

Experience: Can include paid work, internship, related class projects, volunteer experience

Skills: list applicable skills

Employers like to know other facts, so create an “other” section if you’ve done these:

Community service, volunteer work, campus clubs, activities, certifications (see list on p.28)

You may try using the **Resume Builder** in Career Services **PatriotJobWeb** (PJW) database. Once you receive your PJW password, open PJW and click on Documents at the top of the page. Select Resume Builder to create a resume draft by following the instructions/prompts. Contact University Career Services with questions: 703-993-2370 or careerhp@gmu.edu

ACSM HFS Exam

You will be given a practice ACSM HFS exam to take home and complete on **your own**. This is a take home exam and thus open book (including internet). We will grade the exams in class on the day they are due. The purpose of this exam is to: 1) review knowledge you have learned in the past and 2) give you an idea of how much you need to study before taking the actual exam.

6 Kinesiology/Health Topics

Consider and research the vast array of health topics, especially those that are *controversial* in nature. Select and submit a total of six (6) “hot” topics that interest you. Since this seminar covers Exercise Science and Health Promotion, three (3) topics should deal with Exercise and three (3) should deal with other Health topics other than exercise. Submitted topics are to be specific (narrowed scope), and you must take a position stance. For example, if you have interest in Vaccines, you must streamline the topic and “choose a side of an issue”. For Example: “Influenza Vaccinations: You Should Not Do It”. You must select topics that have at least two opposing “schools of thought”. The point is for you to gain skills in researching and evaluating data to make an informed decision. All six topics are submitted as one assignment.

Presentation Topic & Reading Assignment

As soon as possible prior to your presentation date, select and submit your specific health/exercise topic via email. (This is the topic on which you will write a paper, as well as present and facilitate discussion during one class period). One week prior to your presentation date, you must email your instructor and class members **1** of your research sources—links work best so that students can simply click, open, and read. It is critical for you to keep your GMU email account cleared to receive reading assignments. If you do not receive readings, it is your responsibility to contact the instructor. Use **APA format** for referencing. The reading assignments should be from peer-reviewed scholarly journal sources—full articles—not reviews. For our purposes, do not use sources dated older than 2007.

Topic Presentation/Discussion Facilitation

Students will **present** his/her topic during one class period (quality trumps quantity here). Following the presentation, the students (not the instructor) will address questions (class will have completed required reading on topic prior to class). The presenters are encouraged to **facilitate** class discussion/involvement during the presentation. Instructor will be making note of those who actively participate. Students should create Power Point presentations, incorporating any necessary and creative tools, displays, and/or props to keep audience interested and

involved. Professionalism (attire, posture, body language, pace, voice projection/inflection, eye contact, etc.) is a key part of the presentation. **DO NOT READ TO THE CLASS!** Talk and explain in your words. **Presentation outlines or slide note handouts (for each audience member and instructor) are required by presenters.** Again, references should be from peer-reviewed scholarly journal sources. For our purposes, do not use sources dated older than 2007. Use a **minimum of 6 references and use APA guidelines for citation** (same requirement for writing your paper).

Position Stance Paper

This is the written portion of your topic presentation. Students will submit a position paper, 10-12 pages in length. Resource guidelines are listed above. Papers are to be typed, double-spaced, with one-inch margin, and 12-point font. ***Papers are due on student's presentation date.*** Plagiarism is not an option.

The keys to a good position paper:

Pick an issue. Research the studies and data. Based on the evidence, take a stance on the issue. Clearly state your position. Construct your paper with your thesis in the introduction. Back up your position with the evidence. Present the main counter-arguments. What is the evidence to support your stance? Draw everything together to support your introductory thesis (your position on the issue). What implications do the results have on you, your community, etc.? Can you apply this in your profession? What are some future directions related to this topic that should be researched?

What is the point and purpose of the presentation and paper assignments?

To provide students experience in Exercise/Health research that requires them to evaluate and analyze the vast body of data on a given subject. This experience should require them to scrutinize and critique test designs and investigative processes. Most importantly, these assignments are to teach students to make a decision on an issue based on **evidence**. In general, if the evidence does not support a practice—don't do it. Students will experience how to interpret evidence on an issue, and then take a stance (position). The presentation assignment provides an avenue to sharpen communication skills that will last a lifetime.

Class Debate

During class we will debate a controversial issue in kinesiology/sports/health. I will choose the topic and assign you to one side of the argument. Prior to class you will have to come up with several arguments for your side of the debate. You will be responsible for providing references to support your arguments. The list of your arguments and references will be handed in during class. Your participation during this class will count heavily towards the participation portion of your grade.

Final Grades:

Once your FINAL GRADE at the end of the semester is posted on mymasonportal/blackboard, you will have 24 hours to inquire about it. After that period, your grade will be posted as final.

ACADEMIC INTEGRITY

Students are expected to follow the George Mason University Honor Code. All assignments are subject to evaluation under plagiarism detection software. In the event that students hand in written assignments that are identical to another students assignment both students will be given a zero for the assignment.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

