

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
Division of Health and Human Performance

KINES 330-001: Seminar in Kinesiology (3)
Spring 2013

DAY/TIME:	T 4:30 – 7:10 p.m.	LOCATION:	FFX – 3 Krug Hall
PROFESSOR:	Dr. Joel Martin	EMAIL ADDRESS:	jmarti38@gmu.edu
OFFICE LOCATION:	210 Bull Run Hall	PHONE NUMBER:	703-993-7607
OFFICE HOURS:	W 12:00 – 2:00 pm 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.

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!).

RECOMMENDED READINGS

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

Ehrman J.K. (2009). ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription, 6th Edition. Lippincott, Williams & Wilkins.

Martens R (2012). Successful Coaching, 4th Edition. Human Kinetics.

EVALUATION

This course will be graded on a point system, with a total of 900 possible points.

Assignment	Points
Email Assignment	50
Meeting with Professor	50
Resume	200
Cover Letter	50
ACSM HFS Exam	200
Position Presentation	200
Position Paper	250
Attendance & Participation	100
TOTAL	1100

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 DUE
T	January	22	Introduction; Professional philosophies; Intro to kinesiology career paths	
T	January	29	Resumes and cover letters; Presentations & interviews	Email Assignment Due
T	February	5	In-class revisions of resumes and cover letters; Graduate School – Dr. Martin	Resume and Cover Letter Drafts Due
T	February	12	Internships – Dr. Robison; Review and discuss email response	
T	February	19	National Organizations & Certifications; ACSM HFS Exam	Final Resume & Cover Letter Due
T	February	26	Go over ACSM HFS Exam; Careers in fitness instruction, personal training, coaching, sport instruction; <i>Outside speaker #1</i>	1st ACSM HFS Exam Attempt Due
T	March	5	Careers in sport medicine; Kinesiology as pre-professional training; Careers in higher education; <i>Outside speaker #2</i>	Final ACSM HFS Exam Due ; Presentation Topic Due
T	March	12	SPRING BREAK – NO CLASS	
T	March	19	Latest trends in exercise and fitness; Contemporary issues & position stance papers; <i>Outside Speaker #3</i>	
T	March	26	Controversial Topic(s) Class debate	Topic Readings on Blackboard
T	April	2	Sports Performance Center and Smart Lab Tour – meet at Fieldhouse	
T	April	9	Student Presentations & Discussion	Presentation Slides Due
T	April	16	Student Presentations & Discussion	
T	April	23	Internship Presentations	
T	April	30	Internship Presentations	
			No Final Exam	Position Paper Due by 5 pm on May 6th

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

ASSIGNMENT DETAILS

Email

Send an email to someone who is accomplished in a field/career you think you want to enter after you graduate. In the email you should ask them for career advice. You should state that you are a student in the kinesiology program at George Mason. Please bcc the professor on the email. If the person responds to your email please forward the response to the professor. The responses will be shared and discussed in class. A more detailed description of the assignment will be handed out in class.

Meeting with Professor

Schedule and attend a meeting with the instructor at sometime during the semester. The purpose of the meeting is for you discuss your future plans and receive one on one advice. The meeting may occur on either the Prince William or Fairfax campus. Please do not wait until the last week of class to schedule your meeting.

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

Students 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 first attempt of the exams in class on the day the first attempt is due. This grade will not count as your grade for the ACSM HFS assignment but will count towards your attendance and participation grade. You will then be given another copy of the exam to take home and retake. You will hand in this second attempt at the start of the next class. The exam will be graded by the instructor and this will count as your grade for the ACSM HFS assignment. 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 ACSM HFS exam.

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 by 5 pm on May 6.*** Plagiarism will result in a 0 for your paper grade.

The keys to a good position paper:

Pick an issue that you are interested in. 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 position 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(s) in kinesiology/sports/health. I will choose the topic(s) 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 substantially 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://oai.gmu.edu/honor-code/>].
- 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.

