

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

KINES 330-001: Seminar in Kinesiology (3)  
Summer 2014

DAY/TIME:	MTWR 2:30 – 4:45 p.m.	LOCATION:	PW – 246 Bull Run Hall
PROFESSOR:	Dr. Joel Martin	EMAIL ADDRESS:	jmarti38@gmu.edu
OFFICE LOCATION:	207 Bull Run Hall	PHONE NUMBER:	703-993-9257
Dept. Website:	rht.gmu.edu	Class Website:	mymasonportal.gmu.edu
Office Hours:	By Appointment		

### **PREREQUISITES**

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

### **COURSE CATALOG 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.

### **NATURE OF COURSE 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.

### **CORRESPONDANCE**

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!). Emails with no text in the body will not be acknowledged.

## 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*, 6<sup>th</sup> Edition. Lippincott, Williams & Wilkins.

Martens R (2012). *Successful Coaching*, 4<sup>th</sup> Edition. Human Kinetics.

## EVALUATION

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

Assignment	Points
Email Assignment	50
New Exercise Experience & Report	50
Instructional Video	100
Book Review and Personal Reflection	100
Resume	50
Cover Letter	50
ACSM HFS / CSCS Practice Exam	100
Position Presentation	100
Position Paper	200
Professionalism	200
<b>TOTAL</b>	<b>1000</b>

## 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	

### Email (*Course objective 9*)

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.

### New Exercise Experience & Report (*Course objective 6*)

Try a new form of exercise (preferably do a class) then report to the class about your experience. Report needs to include: an overview of the form of exercise, detailed account of the experience – outline of what occurred during the class, how it felt, difficulty of the exercise(s), where they did it, what equipment was used, typical cost, certifications needed to instruct and any other relevant information needed to describe the experience.

### Instructional Video (*Course objective 3*)

Make a short (4-8 minute) YouTube video explaining a concept or demonstrating proper exercise technique for a movement/lift of your choice. These educational/instructional videos are commonly used to educate clients by a variety of professionals.

### Resume/Cover Letter (*Course objective 1 & 2*)

Create a resume and cover letter. If you already have a resume use this assignment as an opportunity to update and improve it. 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](mailto:careerhp@gmu.edu)

The following are resources for those who need to update their resumes or create them from scratch:

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

### **ACSM HFS Exam** (*Course objective 5*)

Students will be given a practice ACSM HFS / CSCS 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 / CSCS 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 / CSCS 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 / CSCS exams.

### **Book Review and Personal Reflection** (*Course objective 9*)

Read one of the books listed below then do the following:

1. Write a short summary of the book. This should be between 400-600 words.
2. Discuss one thing you learned from the book or something about it that you really liked. This should be about 200 words.
3. Make a detailed plan for the next 10 years of your life by working backwards – Decided what you want to be doing 10 years from now then working back to the present list all the steps you will need to take to get there.
4. In 200-300 words discuss how one of the major concepts/ideas from the book will help you to get where you want to be in 10 years.

“Outliers” by Malcolm Gladwell

“Talent is Overrated: What Really Separates World-Class Performers from Everybody Else” by Geoff Colvin

“Mastery: The Keys to Success and Long-Term Fulfillment” by George Leonard

“The Power of Negative Thinking” by Bob Knight

“Start with Why” by Simon Sinek

### **Topic Presentation/Discussion Facilitation** (*Course objectives 3, 6, 7 & 8*)

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. 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).

### ***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.

### **Position Stance Paper** (*Course objectives 5, 6, 7 & 8*)

This is the written portion of your topic presentation. Students will submit a position paper, 8-12 pages in length. Resource guidelines are listed above. Papers are to be typed, double-spaced, with one-inch margin, and 12-point font. 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.

### **Professionalism** (*Course objectives 1, 2, 3, 4, 5, 6, 7, 8 & 9*)

Students are expected to behave in a professional manner. Depending on the setting professionalism may look slightly different but generally consists of similar components. For undergraduate Kinesiology students in a classroom setting professionalism generally consists of the following components:

**Attendance** – Show up on time to class and pay attention. If you cannot attend a class for a legitimate reason please notify the instructor ahead of time. If you have to unexpectedly miss a class due to something out of your control contact the instructor within 24 hours to notify them what happened and see if there is anything you need to do to make up your absence.

**Communication** – When communicating with the instructor and classmates, either face-to-face or via email, students should address the other person appropriately, use appropriate language and maintain a pleasant demeanor.

**Participation** – Participate in class discussions and activities. Demonstrate that you have an interest in the subject matter.

**Responsibility/Accountability** – Professionals take responsibility for their actions and are accountable. This can occur at multiple levels but generally consists of completing assignments on time, submitting work that is of the appropriate quality, honoring commitments and owning up to mistakes.

**Honesty/Integrity** – Students are expected to be honest with the instructor, classmates and themselves. Professionals keep their word when committing to something and act in an ethical manner.

**Self-Improvement/Self-awareness** – One should be aware of their strengths/weaknesses and constantly seek to improve. Professionals regularly seek out opportunities to increase their knowledge and improve their current skill set.

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	June	30	Introduction to KINE 330; Professionalism; Intro to kinesiology career paths	
T	July	1	Resumes and cover letters; Presentations & interviews	
W	July	2	In-class revisions of resumes and cover letters; Graduate School – Dr. Martin	<b>Resume and Cover Letter Drafts Due</b> <b>Email Assignment Due</b>
R	July	3	Workday for Resume and Cover Letters	<b>Final Resume &amp; Cover Letter Due</b>
M	July	7	<i>Outside speaker #1</i> ; Performing a job/internship search	
T	July	8	Internships – Dr. Robison; Review and discuss email responses	
W	July	9	National Organizations, Conferences & Certifications	
R	July	10	Exercise Psychology; Goal setting; Go over ACSM HFS/CSCS Exam	<b>1st ACSM HFS Exam Attempt Due</b>
M	July	14	Class Field Trip – Location TBD	<b>Final ACSM HFS Exam Due;</b> <b>Presentation Topic Due</b>
T	July	15	Latest trends in exercise and fitness; Contemporary issues & position stance papers; How to teach a skill	
W	July	16	New Exercise Experience Presentations	<b>New Exercise Experience Due</b>
R	July	17	Workday for Book Review and Personal Reflection	
M	July	21	Class Field Trip – Location TBD	
T	July	22	<i>Outside Speaker #2</i> ; Discuss what makes a good instructional video – watch other samples	
W	July	23	Interpreting research and applying to real world situations	
R	July	24	Workday for Instructional Videos	<b>Book Review and Personal Reflection Due</b>
M	July	28	Workday for Instructional Videos	
T	July	29	Sports Performance Center and Smart Lab Tour – meet at Fieldhouse; In-Class Research Study	
W	July	30	Watch instructional videos; Work on position papers and presentations	<b>Instructional Videos Due</b>

DATE			TOPIC	READINGS/ASSIGNMENT DUE
R	July	31	Workday for Presentations and Paper	
M	August	4	Student Presentations & Discussion	<b>Presentation Slides Due</b>
T	August	5	Student Presentations & Discussion	
W	August	6	Internship Presentations	
R	August	7	Internship Presentations	
			<b>No Final Exam</b>	<b>Position Paper Due by 5 pm on August 7</b>

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

### *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/policies/responsible-use-of-computing/>].
- 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.

### *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/>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**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.

