

George Mason University
College of Education and Human Development
Exercise, Fitness and Health Promotion

EDUC 797 (002) - Scientific Foundations of Applied Kinesiology
3 Credits, Fall 2016
Mondays/Wednesdays: 10:30 – 11:45 AM
Bull Run Hall 212 Conference Room – Science and Technology Campus

Faculty

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Prerequisites/Corequisites

Admission to the PhD in Education Program or Permission of instructor

University Catalog Course Description

Examines the foundational scientific applications of Exercise, Fitness, Health Promotion (EFHP) and Applied Kinesiology

Course Overview

This course will provide students the opportunity to survey the various sub-disciplines of EFHP and applied kinesiology and their methods of inquiry. The course will place emphasize on evidence-based practices and facilitate the development of cognitive skills necessary for critically appraising and effectively communicating research with multiple audiences.

Course Delivery Method

This course is delivered through a hybrid model using classroom instruction (face-to-face) and online assignments.

Learner Outcomes or Objectives

At the completion of this course students should be able to:

1. Critically evaluate published research in the sub-disciplines of EFHP and applied kinesiology
2. Synthesize the research literature within a selected sub-discipline of EFHP and applied kinesiology
3. Effectively translate research evidence using written and oral communicate formats to practitioner, research, and community audiences.

Optional Texts

Readings as assigned

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

- **Class Activities and participation– 10 points**

- Attending, being professional, and active participation are important components of this course and are expected from all students. This class will involve both in-class and out of class activities. These activities will be communicated with students in advance.

- **Research Presentation – 60 points - DUE DECEMBER 7, 2016**

- The intent of this assignment is to develop your professional presentation skills and abilities to translate research to varied practitioner, researcher, and community audiences.

- **IMPORTANT - *This is a Performance Based Assessment with 3 components.***

- Faculty evaluation of presentation – 20 points

- Peer evaluation paper – 10 points

- Reflective evaluation paper – 30 points

- Further details regarding this assignment are shared in a separate document.

- **Translating Research – 30 points - DUE DECEMBER 14, 2016**

- This assignment is designed to assist you with developing skills necessary to critically evaluate, interpret, organize, synthesize, and translate the research literature. Students will be required to review an article, write a professional review and submit it to Sports Medicine Research: In the Lab & In the Field <http://www.sportsmedres.org/>.

- **Other Requirements**

- **Attendance**

- Students are expected to be on time, attend all class meetings and be prepared for in class assignments and projects. Excused absences include the following: illness (must bring a receipt or note from a doctor), family death, athletic/academic event, and others at the discretion of the instructor. For known upcoming absences, students must contact the instructor at least one week in advance to the missed class to make up work. In the case of illness or some other unforeseen absence, the student must contact the instructor via e-mail or telephone. At the next attended class meeting the student will discuss material that is to be completed. It is the student's obligation to pursue any make-up work.

- **Alternate Schedule**

- This course may have professionals from the field as guest speakers. Due to their professional responsibilities, guest speakers may not be able to attend a scheduled class time. Therefore, this course may require meeting outside of regularly scheduled class times and/or travel to sites off campus. Students will be informed of such meetings one week in advance of the scheduled class meeting. Students will be expected to arrange transportation to and from the meeting site.

- **Academic Load**

- Although many students must work to meet living expenses, employment and personal responsibilities are not acceptable reasons for late arrivals, missed classes, or incomplete assignments. Employment must not take priority over academic responsibilities. For additional information on this subject, please see the GMU Academic Catalog (http://catalog.gmu.edu/content.php?catoid=5&navoid=104#Registration_attendance). Students failing to observe these guidelines should expect no special consideration for academic problems arising from the pressures of employment.
 - **Honor Code**
 - Students are held to the standards of the George Mason University Honor Code (see <http://honorcode.gmu.edu> for details). Violations, including cheating and plagiarism, will be reported to the Honor Committee. Student assignments may be put through plagiarism detecting software.
 - **Written Assignments**
 - All assignments must be typed in Microsoft Word, and formatted as follows (*unless otherwise specified*): double spaced, 12 point Times New Roman font, 1 inch margins, your name and title in the running header at top left had corner, continuous line numbers on left margin, and page numbers centered in footer. Failure to comply with any or all parts of this format will result in an unacceptable assignment, which corresponds to zero (0) points.
 - Pay close attention to spelling and grammar as these will count towards your grade on written assignments. American Medical Association Manual (AMA) of Style (10th edition) format must be used for all written work in this class (e.g., in referencing, creation of tables, and formatting headers for paper sections).
 - Assignments must be turned in on Blackboard/MyMason Portal by the beginning of class on the specified date due (*unless otherwise specified*). No late assignments will be accepted. It is recommended that students keep copies of all submitted work.
 - **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. Additionally, no laptop computers (e.g., netbooks, notebooks, etc.) will be permitted for use during class time unless with permission from the instructor.
 - **E-mail Correspondence**

Only messages that originate from a George Mason University address will be accepted. Please address the subject line for all email pertaining to this course as: *EFHP 612: Last Name – purpose of email*. The following is an appropriate professional format:

Subject: EFHP 612: Help my dog ate my homework

Dear Dr. Caswell, (*Introductory salutation*)

I have a question regarding one of the assignments. (*Text body*)

Regards, (*Ending Salutation*)

Mr. Frederick Flintstone (*Your name*)

Note: All email will be responded to in the order in which it is received. Students should allow 48 hours for a response.

○ **Zotero**

- All students will have to use Zotero as their citation management software, and provide a digital copy of the library. Online tutorials, guides, and download of plugin is available at:
<http://infoguides.gmu.edu/content.php?pid=23687&sid=170423>
- Zotero works best with Firefox browser, which is also free for download at:
<http://www.mozilla.org/en-US/firefox/new/> There is also an extension for the google browser (Chrome).
- There is also a standalone version for windows and Mac that can be downloaded from <https://www.zotero.org/>.

● **Course Performance Evaluation Weighting**

Grading

<i>Assignments</i>		<i>Points</i>	<i>Due Dates</i>
#1	Class Activities	10	In class
#2	Research Presentation	60	Dec 7
#3	Translating Research	30	Dec 14
TOTAL		100	

- **Grading Policies**

Course Grading Scale

The student's final letter grade will be earned based on the following scale:

Grade	Percentage	Quality Points	Grade	Percentage	Quality Points
A+	93%	4.00	B	83%	3.00
A	93%	4.00	B-	80%	2.67*
A-	90%	3.67	C	73%	2.00
B+	87%	3.33	F	<73%	0.00

Note: * Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

Professional Dispositions

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

TENTATIVE COURSE SCHEDULE			
DAY	DATE	TOPIC	REQUIREMENT DUE
1	8/29 ^M	Welcome! Overview of course.	
3	9/5 ^M	Labor Day No class	
4	9/7 ^W	No Class- Attend Dr. Caswell's talk on 9/8 at 6pm	
5	9/12 ^M	Presenting- Topics, Planning,	
6	9/14 ^W	<i>On-line</i> Presenting	
7	9/19 ^M	Presenting- Developing an Outline, Flow of Material, Incorporating literature	
8	9/21 ^W	<i>On-line</i> Presenting	
9	9/26 ^M	Presenting- PowerPoint Presentation Do's and Do Not's	
10	9/28 ^W	<i>On-line</i> Presenting	
11	10/3 ^M	Presenting- presentation style, physical and mental of presenting, reading your audience	
12	10/5 ^W		
13	10/11 ^T	Overview: Critical analysis of research Paper	
14	10/12 ^W	<i>On-line</i>	
15	10/17*	Critical analysis and interpretation of research	
16	10/19 ^W	<i>On-line</i>	
17	10/24 ^M	Translating research findings	
18	10/26 ^W	<i>On-line</i>	
19	10/31 ^M	Translating research findings	
20	11/2 ^W	<i>On-line</i>	
21	11/7 ^M	Scientific and technical writing	
22	11/9 ^W	<i>On-line</i>	
23	11/14 ^M	Scientific and technical writing	
24	11/16 ^W	<i>On-line</i>	
25	11/21 ^M	Responding to revisions and feedback from reviewers	
26	11/23 ^W	No Class- Thanksgiving	
27	11/28 ^M	Responding to revisions and feedback from reviewers	
28	11/30 ^W	Writing day	
29	12/5 ^M	Feedback day	
30	12/7 ^W	<i>On-line</i>	
31	12/8 ^M	Writing day	
32	12/12 ^W	Final Exam Period	

Assessment Rubric(s)

Presentation Assignment

Grading Rubric

Standard	Exceeds Expectations (4)	Meets Expectations (3)	Below Expectations (2)	Unacceptable (1)
Appeared well prepared	Student was very well prepared	There were a few minor instances in which student could have been better prepared but overall they appeared prepared	There were numerous instances in which it was apparent that student was not prepared	Student was clearly not prepared for presentation
Demonstrated good use of voice, speaking clearly and using voice inflection, maintained eye contact with audience and did not read verbatim off slides or notes	Student demonstrated good use of voice, spoke clearly w/ voice inflection, maintained eye contact with audience and did not read verbatim off slides or notes	With a few minor exceptions student demonstrated good use of voice, spoke clearly w/ voice inflection, maintained eye contact with audience and did not read verbatim off slides or notes	Numerous times student did not demonstrate good use of voice, spoke clearly w/ voice inflection, maintained eye contact with audience and did not read verbatim off slides or notes	Student did not demonstrate good use of voice, spoke clearly w/ voice inflection, maintained eye contact with audience and did not read verbatim off slides or notes throughout the presentation
Utilized visual aides and/or multimedia effectively	Student utilized visual aids and/or multimedia effectively	With a few minor exceptions student utilized visual aids and/or multimedia effectively	Numerous times student did not utilize visual aids and/or multimedia effectively	Student did not use visual aides and/or multimedia
Presented content in a logical and organized manner	Student presented content in a logical and organized manner	Minor improvements are needed in terms of presenting material in a logical and organized manner	Major improvements are needed in terms of presenting material in a logical and organized manner	The presentation content was not presented in a logical and organized manner

Demonstrated ability to respond effectively to audience questions	Student effectively and appropriately responded to audience questions	Minor improvements in responses to audience questions are needed	Major improvements in responses to audience questions are needed	Student did not respond effectively to audience questions
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Total Score: / 20

Comments:

Other Useful Campus Resources:

Writing Center: (703) 993-1200; <http://writingcenter.gmu.edu>, Fairfax campus – A114 Robinson Hall; Prince William campus – 204 Occoquan Bldg.

University Libraries: “Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling And Psychological Services (Caps): (703) 993-2380; <http://caps.gmu.edu>

University Policies: The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs