

**George Mason University**  
**College of Education and Human Development**  
**Kinesiology**

EFHP 860-001: Critical Perspectives in Exercise, Fitness, and Health Promotion  
3 Credits, Fall 2020  
Online Fridays 12:00 pm - 1:15 pm

**Faculty**

Name: Dr. Nelson Cortes

Virtual Office Hours: By Appointment. Zoom link will be provided.

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Name: Dr. Shane Caswell

Virtual Office Hours: By Appointment. Zoom link will be provided

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Name: Dr. Jatin Ambegaonkar

Virtual Office Hours: By Appointment. Zoom link will be provided

Email: [jambegao@gmu.edu](mailto:jambegao@gmu.edu)

**Prerequisites/Corequisites**

Admission in the PhD in Education Program

**University Catalog Course Description**

Critically examines current topics in Exercise, Fitness and Health Promotion, and Applied Kinesiology

**Course Overview**

This course involves critical discussion and analyses of current topics in Exercise, Fitness, and Health Promotion, and Applied Kinesiology. Students will develop and evaluate arguments in support of or in opposition of the current issues in the field. Student will be expected to use scientific reasoning in developing, defending, evaluating and communicating their viewpoints in writing using scientific evidence from the literature. Students will engage in active dialogue and sharing of ideas. Learning activities will also include independent library research and study and generation of points and counterpoints through scholarly writing and presentation

**Course Delivery Method**

This course will be delivered online (76% or more) using online format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (*MASON ID@masonlive.gmu.edu*) and email password. **The course site will be available on August 28, 2020. We will also use Zoom for all synchronous (live) class sessions. A persistent link and password will be provided on the course Blackboard site.**

**Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer, Chrome or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
  - Zoom: We will use Zoom for all synchronous class sessions. Can be downloaded and installed for free through Mason (<https://its.gmu.edu/service/zoom/>). Please use your Mason Zoom account for accessing all course meetings.

### *Expectations*

- Course Week: Synchronous means that we have a “fixed” weekly meeting. This will occur on Fridays between 12:00 and 1:15 PM. The asynchronous portion do not have a “fixed” meeting day, the week will start on Monday, and finish on Sunday. All times EST
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 1 time per day.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Appointments need to be made via email with the instructor(s) to determine the day and time for the meeting. Instructor(s) will then provide a zoom link for the meeting.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

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

1. Review the current literature in Exercise, Fitness, and Health Promotion, and Applied Kinesiology

2. Analyze chosen current topics in Exercise, Fitness, and Health Promotion, and Applied Kinesiology
3. Critically examine current topics using points and counterpoints discussed in the Exercise, Fitness, and Health Promotion, and Applied Kinesiology literature
4. Discuss their point of view about a current topic in the field using evidence in the literature in a professional written and oral format

### Readings

1. Goodwin, Craufurd D. & DeNeef A. Leigh (Eds) (2007) [GD] The Academics Handbook: Duke University Press: <https://www.dukeupress.edu/the-academics-handbook>
2. Morgan, S., Reichert, T., Harrison, T. (2017). From numbers to words: Reporting statistical results for the social sciences. Routledge; New York.
3. Assigned by Instructor
4. Chronicle of Higher Education

### 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 Examination:

Students are expected to submit all assignments on time in the manner outlined by the instructor. **NO LATE ASSIGNMENTS WILL BE ACCEPTED**

1. **Class Participation:** Students will actively participate in discussions and provide peers feedback on their papers and presentations. This will be accomplished via Zoom breakout rooms, and Blackboard discussion boards.
2. **Through lines:** Students will complete 2 through line papers- maximum 2-pages (double spaced 12 pt font Times New Roman, AMA Format)
  - a. First, at the start of the semester (**due September 11, 2020**). This paper should focus on: why have you chosen to pursue your PhD, what does it mean to earn a PhD, what does it mean to be a PhD student, and a what are your personal and professional goals for the next 6 years (4 years PhD, and 2 years post PhD). Finally, what do you believe are important steps or benchmarks for you to achieve these goals?
  - b. Second, engage in a self-reflection activity regarding what you wrote at the beginning of the semester. In this reflection you should focus on how this course has informed (solidified/changed) your thinking about what it means earn a PhD. Have your personal and professional goals changed? Finally, have any steps or benchmarks changed? How so? (**Due December 11, 2020**)
3. **Critical Topic Paper:** Students will choose a current controversial topic of interest from their field (with approval from instructor). They will then write a 2 page (double spaced 12 pt font Times New Roman, AMA Format) and explain their opinions about whether they support or oppose the topic, and explain the reasoning for their arguments in a written essay format paper. (**Due December 11, 2020**)
4. **Critical Topic Oral Presentation:** Students will make a 5-minute oral presentation about the chosen current controversial topic from their field. They will then explain their opinions about whether support or oppose the topic, and explain the reasoning for their arguments. (**Due December 11, 2020**)
5. **Manuscript Peer-Review:** Students will critically review a published paper using peer-review guidelines. (**Due October 23, 2020**)
6. **Research Article Critical Analysis & Summary:** The student will be assigned and article to engage in critical analysis and written summary. Additional assignment guidelines will be provided in class.

**Grading:** This course will be graded on a point system, with a total of 100 possible points.

### Grading Scale

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Class Participation	15	1	15
Through lines	2	10	20
Critical Topic Paper	1	20	20
Critical Topic Oral Discussion	1	10	20
Manuscript Peer-Review	1	10	10
Research Article Critical Analysis	1	15	15
<b>TOTAL</b>			<b>100</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	

### Participation

The success of the course depends upon your active participation in all class activities including completion of assigned readings, participation in class discussions and careful preparation of peer responses and other assignments.

### Professionalism

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 students in a classroom setting professionalism generally consists of the following components:

**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.

*Example email with instructor:*

Dr. Cortes, Caswell, Ambegaonkar,

I have a question regarding....

Regards,

Student's Name

*Example in-person interaction with instructor:*

Student: Professor (*instructor's last name*) I have a question regarding....

Professor: (Student's name) I would be happy to help you. What is your question?

Student: My question is.....

Professor: The answer to that question is...

Student: Professor (*instructor's last name*) thank you for your time and availability to answer my questions.

**Responsibility/Accountability/ Honesty/Integrity**– 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. 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. See George Mason University policy for further guidance.

**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. Specific to this class an example of how a student may demonstrate self-improvement/self-awareness is by attending office hours following a poor grade on an exam or assignment.

**Professionalism evaluation** – *Any professionalism violation will be documented by the instructor. Violations will result in a 1-point deduction from the final average. In extreme cases the student may be dismissed from the class at the discretion of the instructor.*

- **Other Requirements**

- **Correspondence**

- Only messages that originate from a George Mason University email address will be accepted. ***Emails with no subject or no text in the body will not be acknowledged.*** All email will be responded to in the order in which it is received. Students should allow 48 hours for a response.

**Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

### Tentative Class Schedule

WEEK	TOPIC	INSTRUCTOR/READINGS/ASSIGNMENTS
August 28 Week #1	<b>Welcome! Introduction, Syllabus, Overview of PhD</b>	Cortes, Caswell, Ambegaonkar
September 4 Week #2	<b>Historical Perspectives of the PhD in Kinesiology: The Road Ahead</b>	Caswell GD 19, 20 <a href="https://career.berkeley.edu/PhDs/PhDtransition">https://career.berkeley.edu/PhDs/PhDtransition</a>
September 11 Week #3	<b>Clarifying Professional and Personal Goals: Strategic Planning</b>	Caswell <b>Through line 1 Due</b>
September 18 Week #4	<b>What is Scholarship?</b>	
September 25 Week #5	<b>Scientific Communications in Academia</b>	Caswell
October 2 Week #6	<b>Writing Clearly</b>	
October 9 Week #7	<b>Providing Constructive Feedback: Written &amp; Verbal</b>	Caswell
October 16 Week #8	<b>Social Media in Academia</b>	Caswell
October 23 Week #9	<b>Universities and Non-Academic Organizations</b>	<p>Ambegaonkar</p> <ul style="list-style-type: none"> <li>• The Carnegie Foundation for the Advancement of Teaching: Basic Classification Descriptions. <a href="http://www.carnegieclassifications.iu.edu/">www.carnegieclassifications.iu.edu/</a></li> <li>• Gene Fant, "'What If I've Never Heard of This Place?' A 30-Minute Internet Search for Job Seekers." The Chronicle of Higher Education Friday, February 19, 2001. <a href="https://www.chronicle.com/article/What-If-Ive-Never-Heard-of/45565">https://www.chronicle.com/article/What-If-Ive-Never-Heard-of/45565</a></li> </ul> <p><b>Manuscript Peer-Review Due</b></p>

<p>October 30 Week #10</p>	<p><b>How Universities and Colleges Work</b></p>	<p>Ambegaonkar GD – Ch 29, 30, 31</p> <p>Gary A. Olson July 23, 2009 The Chronicle of Higher Education <a href="https://www.chronicle.com/article/Exactly-What-Is-Shared/47065">https://www.chronicle.com/article/Exactly-What-Is-Shared/47065</a></p>
<p>November 6 Week #11</p>	<p><b>Institutional Policies, Procedures and Responsibilities</b></p>	<p>Ambegaonkar GD – Ch 19</p> <p>Jeffrey J. Selingo Here's What Today's Students Want From College October 21, 2018 Chronicle of Higher Education <a href="https://www.chronicle.com/article/Here-s-What-Today-s/244829">https://www.chronicle.com/article/Here-s-What-Today-s/244829</a></p> <p>Drew Appleby, "Academic Advising" Parts 1-5 <a href="https://dus.psu.edu/mentor/old/articles/appleby0.htm">https://dus.psu.edu/mentor/old/articles/appleby0.htm</a></p>
<p>November 13 Week #12</p>	<p><b>Mentor and mentee: you as the mentee and you as the mentor</b></p>	<p>Ambegaonkar</p>

<p>November 20 Week #13</p>	<p><b>After the PhD: Academic and Non-Academic Options</b></p>	<p>Ambegaonkar GD – 5, 6, 11, 12, 13 How to Be Strategic on the Tenure Track Manya Whitaker October 21, 2018 Chronicle of Higher Education <a href="https://www.chronicle.com/article/How-to-Be-Strategic-on-the/244863">https://www.chronicle.com/article/How-to-Be-Strategic-on-the/244863</a> GD – Ch 14, 15, 16</p> <p>Mary Dillon Johnson, “Advice From Your Peers.” Chronicle of Higher Education, Thursday, July 15, 2004. <a href="https://www.chronicle.com/article/Advice-From-Your-Peers/44688">https://www.chronicle.com/article/Advice-From-Your-Peers/44688</a></p> <p>Julie Miller Vick and Jennifer S. Furlong. “The CV Doctor Returns.” The Chronicle of Higher Ed</p>
<p>November 27 Week #14</p>	<p><b>Thanksgiving recess – NO CLASS</b></p>	
<p>December 4 Week #15</p>	<p><b>Job: Requirements and Matching: Self Reflection</b></p>	<p>Ambegaonkar</p>
<p>December 11 Week #16</p>	<p><b>Critical Topic Oral Presentations</b></p>	<p>Ambegaonkar</p> <ul style="list-style-type: none"> <li>- <b>Through line 2 Due</b></li> <li>- <b>Critical Topic Paper Due</b></li> <li>- <b>Critical Topic Oral Presentation</b></li> </ul>

**Note:** Faculty reserves the right to alter the schedule as necessary, with notification to students.



## 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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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