

George Mason University
College of Education and Human Development
Kinesiology

KINE 100.004 – Introduction to Kinesiology
3 Credits, Fall 2020
Online

Faculty

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Prerequisites/Corequisites

None.

University Catalog Course Description

Provides overview of the field of kinesiology in the form of an introductory course. Exposes students to the history of the field, and its emphasis on evidence-based knowledge. Explains policies and procedures for the major. Explores career options.

Course Overview

Not Applicable.

Course Delivery Method

This course will be delivered online (100%) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 22nd, 2020.

Under no circumstances, may candidates/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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on **12:01am EST on Monday and end at 11:59pm EST on the following Sunday**. Unless otherwise stated, all assignments are due by the end of the week in which they are assigned.
Expect to work 15-20 hours per week on assignments for this course.
To help you manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concerns or encounter a problem about an assignment, please contact me immediately so we can figure out a solution.
- 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 3 times per week.
- 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 via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **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 ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Examine the historical and cultural aspects of kinesiology.
2. Interpret the model of evidence-based knowledge.
3. Understand the subdisciplines of theoretical knowledge.
4. Evaluate the professional activities and development expected of an entry-level professional.
5. Examine the future development of the kinesiology field.

Professional Standards

Not Applicable.

Required Texts

Hoffman, S.J., & Knudson, D.V. (Eds). (2018). *Introduction to Kinesiology* (5th ed.). Champaign, IL: Human Kinetics.

Course Performance Evaluation

Students are expected to upload all assignments through Blackboard as a PDF or Word document. “.pages” files will not be accepted. Assignments are due by Sunday, 11:59 PM, EST unless otherwise stated. Refer to the course schedule and weekly overviews for details.

- **Assignments and/or Examinations**

Online Discussions - This is a Performance-Based Assessment. Respond to an original prompt and reply to classmates' postings with thoughtful remarks and/or questions. Your challenge is to immerse yourself in the topics and perspectives presented in the course. You will want to be able to comment on the discussion topics with authority. You are encouraged

to make notes on your own thoughts about the various concepts and issues, and consider possible issues/outcomes. Your posts should be to the point and include sufficient technical detail for others to respond. You should present your opinions, but justify them with facts and proper sources. What did you disagree with and why, or not understand?

Initial/Original Post

Please post what you view as the appropriate responses to the above prompts. Your initial post should be 150-300 words. Please provide response with a clear, well-formulated thesis; sentence structure, grammar, punctuation, and spelling count. Support all posts with appropriate rationale and citations from readings; appropriately document sources.

Responding to Others

Responses to at least two classmates' postings should be approximately 200 words and should be thoughtful, substantial, polite and more extensive than a simple "well done" phrase or "I agree." Consider points of agreement, disagreement, assumptions, and value judgments. You will be able to respond to others after you submit your initial post.

Instructions

Each student will make at least one original post by Thursday 11:59 PM, EST, and react to at least two of your peers' posts by Sunday 11:59 PM, EST. Review the Rubric for Online Discussions at the end of the syllabus.

Professional Plan - This is a Performance-Based Assessment. Students will reflect on why they chose their particular field of study and explain their current career goals. They will explore different opportunities on their chosen educational path and research how to attain their goals.

Quizzes - This is a Performance-Based Assessment. Students will answer questions about the course content. Quiz questions may be in multiple choice, true/false, short answer or fill in the blank form.

Advisor Meeting – Meet with the advisor for your major to discuss advising procedures and the “how-tos” of registration.

Annotated Bibliography - This is a Performance-Based Assessment. Students will choose a kinesiology research topic and create an annotated bibliography containing five peer-reviewed journal articles.

Professional Communication & Resume – This is a Performance-Based Assessment. Create an email and resume addressing a volunteer, internship or job position you are interested in. You will need to find an actual posting online to hand in with the assignment.

Informational Interview & Reflection - This is a Performance-Based Assessment. Students will interview a kinesiology professional and summarize the interview in paragraph form. Additionally, students will reflect on the interview and contemplate future plans.

Requirement	Weighted Percentage
Online Discussions	15%
Quizzes	15%

Professional Plan	5%
Advisor Meeting	5%
Annotated Bibliography	20%
Professional Communication & Resume	20%
Informational Interview & Reflection	20%
Total	100%

- **Other Requirements**

In correspondence/communication students will be expected to:

- Be professional and respectful in correspondence
- Make reasonable requests of the instructor. We will be happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Blackboard) for answering your question before contacting me and remember, “Poor planning on your part does not constitute an emergency on my part”

In regard to honesty in work, students will be expected to:

- Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating. <https://oai.gmu.edu/mason-honor-code/>
- Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a zero for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected Honor Code violations to the Office of Academic Integrity. Therefore, any suspected offense will be submitted for adjudication.

- **Grading**

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	

Need Help?

Utilize the “Course Q&A” discussion forum or email your instructor directly.

Professional Dispositions

Kinesiology students are expected to behave in a professional manner. Depending upon the setting professionalism may appear different, but typically consists of similar components. For undergraduate Kinesiology students, professionalism generally comprises the following components:

Communication – When communicating with the instructor and classmates, either face-to-face or via the assigned George Mason University email address, 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.

Class Schedule

Expect to work 15-20 hours per week on assignments for this course.

Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:01 am each Monday EST, and ending at 11:59 pm on the following Sunday EST.**

To help you manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concern or encounter a problem about an assignment, please contact me immediately so we can discuss and work out a resolution.

Class Schedule (8/24 to 10/12)

Week	Date	Topic	Homework
1	8/24	Lessons 1-3 Introduction to and Overview of Kinesiology Experiencing Physical Activity and Advising	<ul style="list-style-type: none"> • View your instructor’s introductory video • Review and Process the Lesson 1 Learning Materials • View Blackboard “How-To” links • Read Chapter 1 in the required textbook • Complete the Lesson 1 Chapter 1 Quiz • Participate in the Lesson 1 Discussion – Introductions • Review and Process the Lesson 2 Learning Materials • Complete the Lesson 2 Chapter 2 Quiz • Participate in the Lesson 2 Discussion - Online Learning Tips & Goals • Complete the Lesson 2 Assignment – Professional Plan • Review and Process the Lesson 3 Learning Materials • Participate in the Lesson 3 Discussion – Physical Activity History • Complete Lesson 3 Assignment – Make appointment with your advisor • (DECLARED MAJORS ONLY) • Submit the signed Technical Standards form for Kinesiology
2	8/31	Lessons 4-5 Scholarly Knowledge, Evidence Based Practice, and Research	<ul style="list-style-type: none"> • Complete EBP Module: https://tutorials.mclibrary.duke.edu/ebpintro/ • Review and Process the Lesson 4 Learning Materials • Participate in the Lesson 4 Discussion – Case Studies • Review and Process the Lesson 5 Learning Materials • Complete the Lesson 5 Quiz • Participate in the Lesson 5 Discussion – Annotated Bibliography Topics • Begin work on Lesson 5/6 Assignment – Annotated Bibliography • Submit contact information for your Informational Interview (paper due near the end of the semester)
3	9/7	Lessons 6-8 Annotated Bibliography, History of Kinesiology, and Sociocultural Issues in Kinesiology	<ul style="list-style-type: none"> • Review and Process the Lesson 6 Learning Materials • Complete the Lesson 6 Assignment – Annotated Bibliography • Review and Process the Lesson 7 Learning Materials • Complete the Lesson 7 Quiz • Informational Interview Task: Write a professional email to the person

			<ul style="list-style-type: none"> that you would like to interview (see email template) Review and Process the Lesson 8 Learning Materials Participate in the Lesson 8 Discussion – Sociocultural Issues in Kinesiology
4	9/14	Lesson 10 Sport Psychology	<ul style="list-style-type: none"> Read Chapter 8 Lecture #4: Sport & Exercise Psychology Watch “Interview with Caroline Butths, DPT” Chapter 8 quiz Participate in the Online Discussion Board: Interview Reflection
5	9/21	Lesson 9 and 11 Biomechanics & Motor Behavior	<ul style="list-style-type: none"> Review and Process the Lesson 9 and 11 Learning Materials Complete the Lesson 9 Quiz Participate in the Lesson 9 Discussion – Teaching a Motor Skill Lecture #5: Biomechanics Watch BAM Program Video Chapter 11 quiz Participate in the Lesson 11 Discussion: Biomechanics Article Summary
6	9/28	Lesson 12 Sport and Exercise Physiology	<ul style="list-style-type: none"> Review and Process the Lesson 12 Learning Materials Complete the Lesson 12 Quiz Participate in the Lesson 12 Discussion – Reader Response
7	10/5	Lesson 13 and 14 Professions in Kinesiology and Professional documents	<ul style="list-style-type: none"> Read Chapter 11, browse Chapters 12-15 Lecture #7: Becoming a Physical Activity Professional Watch TedTalk: “What They Don’t Teach You About Career Fulfillment in School” View the Career Guide Professional Communication – email & resumé
8	10/12	Lesson 15 Professionalism	<ul style="list-style-type: none"> Lecture #8: Professionalism Locate Code of Ethics for chosen kinesiology profession Participate in the Online Discussion Board: Professionalism Informational Interview & Reflection

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/>).

Campus Resources

- Support for submission of assignments to Tk20 should be directed to 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.

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

Rubric for Online Discussions

Total points per forum	5	3-4	0-2
Original Post (3 points)	Responds thoroughly to the prompt; 250-300 words (written) OR 3-4 minutes (video); response relates to course materials and readings; citations are from reliable sources & in APA format; clear, well-organized response Written: contains correct grammar, sentence structure, punctuation & spelling. Video: professional attire, appropriate background & good lighting and sound quality	Responds to some of the prompts but not all; response is less than 150 words/more than 450 words (written) or less than 2 minutes/more than 5 minutes (video); citations included but not in correct APA format; discussion lacking in organization Written: contains some grammatical errors Video: unprofessional attire, fair background, lighting or sound quality	Response is absent or significantly lacking; citations are absent/lacking; student does not connect response to course material Written: very poor grammar and organization Video: inappropriate attire/background; lighting and sound is poor
Response(s) to Classmates	Responds to classmates according to the particular	Responses to classmates are brief and connects	Responses are absent or significantly

<p>(2 points)</p>	<p>discussion board instructions Approximately 200 words (written) or 1-2 minutes (video); thoughtful, substantial, respectful; asks a well-formulated question or provides additional insight about the topic including pertinent information from course content</p>	<p>minimally to course materials; citations included but not in correct APA format Written: contains some grammatical errors Video: unprofessional attire, fair background, lighting or sound quality</p>	<p>lacking; citations are absent/lacking; student does not connect response to course material Written: very poor grammar and organization Video: innappropriate attire/background; lighting and sound is poor</p>
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