

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

KINE 100.003 – Introduction to Kinesiology  
3 Credits, Fall 2022

Tuesdays 1:30PM – 2:45PM Art and Design Building Room L008- Fairfax Campus

**Faculty**

Name: Meghan K Magee, MS, CSCS, CISSN  
Office hours: By Appointment  
Office Location: Katherine G. Johnson Hall, Suite 220.  
Email Address: [mmagee2@gmu.edu](mailto:mmagee2@gmu.edu)

*\*Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use “she, her” for myself and you may address me as Meghan in email and verbally.*

**Contact Hours:** I will respond to emails Monday-Friday between the hours of 9 a.m. and 4 p.m. Allow up to 36 hours for a response. I may not respond to emails on the weekends so please plan accordingly.

**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 using a hybrid (2-75% online) format. You will log in to the Blackboard (Bb) course site, housed in the MyMason portal, using your Mason email name (everything before @ gmU.edu) and email password. The course site will be available on August 22, 2022 by 12:00pm EST.

**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](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](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/](http://www.apple.com/quicktime/download/)

## *Expectations*

- Course Week:  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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. Those unable to come to a Mason campus can meet with the instructor 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 insure 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 Text**

Housh, T., Housh, D. & Johnson, G. (Eds.). (2017). *Introduction to Exercise Science* (5<sup>th</sup> ed.). Routledge. (Can be accessed online via GMU library or purchase a hard copy in the GMU bookstore)

## **Course Performance Evaluation**

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

Students are expected to upload 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 - 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 Wednesday 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.

Chapter Quizzes- Students will answer questions about the course content presented in lecture and in the course text. Quiz questions may be in multiple choice, true/false, short answer or fill in the blank format.

Guest Speaker Quizzes – Students will listen to videos of speakers discussing a variety of topics related to the Kinesiology major, careers and graduate study opportunities. Students will complete a video quiz to assess understanding of information presented.

Weekly Assignments

- Career/Interest Exploration
  - Professional Plan - 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.
  - Advisor Meeting – Meet with the advisor for your major to discuss advising procedures and the “how-tos” of registration. Discuss your academic plan.
  - Scavenger Hunt – Students will locate different places and resources on the Science and Technology campus.

- Qualifications for Jobs in Physical Activity- Students will identify a kinesiology profession, locate an advertisement for an entry-level position in this professional area, and draft an email inquiring about the position & requesting an interview.
- Vocational Reflection- Students will complete a worksheet assessing their strengths, vocational personality, and workplace preferences.
- Informational Interview – An informational interview is a structured meeting to gather advice from a professional about an industry, occupation, or organization. This information can be used to help you decide about a major or career and how to prepare yourself to successfully enter that line of work. Students will complete 4 assignments related to this project.
  - Interviewee Contact Information: Students will submit contact information of a Kinesiology professional they would like to interview.
  - Interview Questions: Students will submit 8-10 questions that they will use for their interview.
  - Professional Communication: Students will compose a professional email and send it to the kinesiology professional they would like to interview.
  - Informational Interview & Reflection Paper: Students will interview a kinesiology professional and summarize the interview in paragraph form. Additionally, students will reflect on the interview and contemplate future plans.
- Concept Application
  - Applying Research to Real Life Settings
  - Push-up Test of Upper-Body Muscular Endurance
  - Queens College Step Test
  - Disease Risk Test
  - MyPlate Quiz and Plan

<b>Requirement</b>	<b>Weighted Percentage</b>
Online Discussions	10%
Guest Speaker Quizzes	10%
Chapter Quizzes	20%
Concept Application Assignments	20%
Informational Interview Assignments (first 3 assignments)	10%
Informational Interview & Reflection Paper	10%
Career/Interest Assignments	20%
<b>Total</b>	<b>100%</b>

- **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-honorcode/>
- 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.

No late work will be accepted in this course without a submitted extension request. The extension request must be submitted via email by the assignment deadline. Extension requests must be submitted with an explanation as to why the student is unable to complete the assignment on time. No extension requests will be granted if submitted after the assignment deadline. Students are allowed one 24-hour extension during this course. Extensions approved beyond 24 hours are at the discretion of the instructor. Extensions cannot be requested for lab practicals, exams or presentations. In dire or extenuating circumstances, students may be allotted additional extensions or make up opportunities at the instructor’s discretion.

Absences from classes or exams to observe religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics team, dance company, etc.) will not affect your participation grade. An excused absence does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments as a consequence of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. It is the obligation of students to provide the instructor the dates of major religious holidays and the dates, and support letter, for which they are requesting an excused absence for participation in any university-sponsored activity.

- **Grading**

A+ = 98 - 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A = 94 – 97	B = 84 – 87	C = 74 – 77	F = 0 – 59
A- = 90 – 93	B- = 80 – 83	C- = 70 – 73	

## **Professional Dispositions**

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

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:

**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 of what happened and to see if you are able to make up the missed work.

**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. Email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it. I will try to respond to your email within 24 to 48 hours.

**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

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.

Week		Lesson	Assignments Due
Week 1	Aug. 23-28	Introduction to the Course and Kinesiology/Exercise Science	In-class <ul style="list-style-type: none"> <li>○ Course introduction and expectations</li> <li>○ Review syllabus</li> </ul> Asynchronous <ul style="list-style-type: none"> <li>○ Discussion Board: Introductions</li> </ul>

Free Snow Cones Outside Katherine Johnson Hall (Sci-Tech campus) 8/30 12pm – 2pm			
Week 2	Aug. 30 -Sept. 4	Introduction to Exercise Science	<p>In class</p> <ul style="list-style-type: none"> <li>○ Assignment: Scavenger Hunt</li> </ul> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>○ Assignment: Academic and Professional Goals Plan</li> <li>○ Read Chapter 1 and take Quiz</li> <li>○ Discussion Board: Physical Activity History</li> </ul>
<i>Labor Day: University Closed      Mon. Sept 5</i>			
Week 3	Sept. 6 -11	Reading & Interpreting the Literature in Exercise Science	<p>In class</p> <ul style="list-style-type: none"> <li>○ Weekly lecture</li> </ul> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>○ Read Chapter 2 and take Quiz</li> <li>○ Watch and complete the Video Quiz of Ms. Tiffany Sandstrum, KINE undergraduate advisor</li> <li>○ Assignment: Applying Research to Real Life Settings</li> <li>○ Assignment: Advisor Meeting</li> </ul>
Week 4	Sept. 13 -18	Measurement in Exercise Science	<p>In class</p> <ul style="list-style-type: none"> <li>○ Weekly lecture</li> <li>○ Assignment: Push-up Test of Upper-Body Muscular Endurance</li> </ul> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>○ Read Chapter 3 and take Quiz</li> <li>○ Watch and complete the Guest Speaker Video Quiz</li> </ul>
Week 5	Sept. 20 -25	Anatomy in Exercise Science	<p>In class</p> <ul style="list-style-type: none"> <li>○ Weekly lecture</li> </ul> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>○ Read Chapter 4 and take Quiz</li> <li>○ Assignment: Submit contact information for your Informational Interview (paper due near the end of the semester)</li> <li>○ Watch and complete the Guest Speaker Video Quiz</li> </ul>



Week 6	Sept. 27 -Oct. 2	Exercise Physiology	<p>In class</p> <ul style="list-style-type: none"> <li>○ Weekly lecture</li> <li>○ Assignment: Queens College Step Test</li> </ul> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>○ Read Chapter 5 and take Quiz</li> <li>○ Watch and complete the Guest Speaker Video Quiz</li> </ul>
Week 7	Oct. 4 - 9	Exercise Epidemiology	<p>In class</p> <ul style="list-style-type: none"> <li>○ Weekly lecture</li> <li>○ Group Assignment</li> </ul> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>○ Read Chapter 6 and take Quiz</li> <li>○ Assignment: Informational Interview Task: Write interview questions for professional</li> <li>○ Assignment: Disease Risk Test</li> <li>○ Participate in Discussion Board: Case Studies</li> </ul>
<ul style="list-style-type: none"> <li>○ October 10 - Fall Break- Classes do not meet</li> <li>○ October 11- Monday classes meet. Tuesday classes do not meet this week.</li> </ul>			
Week 8	Oct. 11 - 16	Athletic Training	<p>Asynchronous</p> <ul style="list-style-type: none"> <li>○ Read Chapter 7 and take Quiz</li> <li>○ Watch and complete the Guest Speaker Video Quiz</li> <li>○</li> </ul>
Week 9	Oct. 18 - 23	Exercise & Sport Nutrition	<p>In class</p> <ul style="list-style-type: none"> <li>○ Weekly lecture</li> </ul> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>○ Watch and complete the Guest Speaker Video Quiz</li> <li>○ Assignment: MyPlate Quiz and Plan</li> <li>○ Read Chapter 8 and take Quiz</li> </ul>
Week 10	Oct. 25–30	Biomechanics	<p>In class</p> <ul style="list-style-type: none"> <li>○ Weekly lecture</li> </ul> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>○ Read Chapter 9 and take Quiz</li> <li>○ Assignment: Informational Interview Task: Write a professional email to the person that you would like to interview (see email template)</li> <li>○ Watch and complete the Guest Speaker Video Quiz</li> </ul>

Week 11	Nov. 1 -6	Motor Control & Motor Learning	<p>In class</p> <ul style="list-style-type: none"> <li>○ Weekly lecture</li> <li>○ Eye Dominance Lab</li> </ul> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>○ Participate in Discussion Board: Motor Behavior</li> <li>○ Watch and complete the Guest Speaker Video Quiz</li> <li>○ Conduct interview with professional</li> <li>○ Read Chapter 10 and take Quiz</li> </ul>
Week 12	Nov. 8 -13	Exercise & Sport Psychology	<p>In class</p> <ul style="list-style-type: none"> <li>○ Weekly lecture</li> <li>○ Group Assignment</li> </ul> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>○ Conduct interview with professional</li> <li>○ Read Chapter 11 and take Quiz</li> <li>○ Assignment: Vocational Reflection</li> <li>○ Participate in Discussion Board: Exercise Motivations Inventory (V2)</li> </ul>
Week 13	Nov. 15 -20	Careers in Kinesiology	<p>In class</p> <ul style="list-style-type: none"> <li>○ Weekly lecture</li> </ul> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>○ Assignment: Job Posting</li> <li>○ Watch and complete the Guest Speaker Video Quiz</li> <li>○ Conduct interview with professional</li> </ul>
Week 14	<i>Thanksgiving Recess: No Classes (University Closed Nov. 23-27)</i>		
Week 15	Nov. 29 -Dec. 3	Professionalism	<p>In class</p> <ul style="list-style-type: none"> <li>○ Weekly lecture</li> </ul> <p>Asynchronous</p> <ul style="list-style-type: none"> <li>○ Participate in Discussion Board: Ethical Dilemmas</li> <li>○ Informational Interview &amp; Reflection Paper due</li> <li>○ Watch and complete the Guest Speaker Video Quiz</li> </ul>
<i>Last Day of Class Sat. Dec 3</i>			

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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/> .**

Rubric for Online Discussions

<b>Total points per forum</b>	90-100	60-80	0-50
<b>Original Post (50 points)</b>	<p>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 &amp; in APA format; clear, well-organized response                      Written: contains correct grammar, sentence structure, punctuation &amp; spelling. Video: professional attire, appropriate background &amp; good lighting and sound quality (45-50)</p>	<p>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 (30-40)</p>	<p>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 (0-25)</p>
<b>Response(s) to Classmates (50 points)</b>	<p>Responds to classmates according to the particular 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 (45-50)</p>	<p>Responses to classmates are brief and connects 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 (30-40)</p>	<p>Responses are 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 (0-25)</p>