

KINE 202: Introduction to Kinesiology

California State University San Marcos

Fall 2020

CRN: 40022

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3 Credit Hours

“Our job is not to prepare students for something. Our job is to help students prepare themselves for anything” – A.J. Juliani

COURSE DESCRIPTION

To aid in the prospective majors in their career choices, to introduce students into fields closely related to exercise and nutritional sciences, to introduce students to current issues in exercise sciences, and to introduce students to key events and concepts in the evolution of exercise science as a discipline and as a profession.

WHO IS THIS CLASS FOR?

Before getting into all of the details, let's establish who this course is for. This course is for YOU, not for the me (the instructor). The purpose of KINE 202 is for you to LEARN, NOT to please an instructor and be judged with a grade.

CONTENT LEARNING OUTCOMES

There are two primary content learning objectives for KINE 202: (A) knowledge and understanding of the vocabulary and concepts necessary for evidence-based reasoning; (B) knowledge and understanding of the evidentiary and conceptual basis for the major fields within Kinesiology. Specifically, completing KINE 202 involves being able to:

1. Explain taxonomies for critical thinking and reasoning
2. Identify and explain the differences among assumptions, anecdotes, facts, and conclusions
3. Understand and define the vocabulary necessary to evaluate concepts and evidence in Kinesiology
4. Understand and explain factors that may affect personal decision-making in the context of career choices
5. Analyze the assumptions, evidence, concepts, and methods that underlie and differentiate the major fields of Kinesiology
6. Explain the relationship between physical activity participation and health, wellness, and quality of life

SKILL LEARNING OUTCOMES

Another objective of KINE 202 is to become more skilled in critical thinking and reasoning. Completing KINE 202 involves being able to:

1. Effectively read, understand, analyze, and evaluate scientific literature
2. Construct frameworks (conceptual structures that organize and connect ideas and/or facts) to help analyze ideas
3. Construct arguments to defend evidence-based conclusions
4. Synthesize and evaluate plausible strategies for career and/or personal advancement
5. Evaluate the plausibility and effectiveness of different approaches for maintaining or improving health
6. Report scientific findings using clear, well-organized outlines and oral presentation

We will use [scientific presentation](#) as a tool to illustrate how frameworks can be useful to simplify problem solving.

COURSE CONTENT

The primary content for this course will be available through reading (primary literature), and in-class discussions. Online lectures and textbooks will be used as resources to find information necessary for in-class activities and discussions, or provide opportunities for review. The texts (below) are listed for reference only (you will not be responsible for information in a textbook that is not covered elsewhere in class). Each section of the course will address one or more of the questions, as listed in the schedule below.

WEBSITE

Assignments, handouts, online lectures and notes, quizzes, instructor correspondence, grades, etc. will be available through the course website. If you need help with web access or computer use or have any unique needs, please contact the instructor.

EMAIL

I always make an effort to respond to emails as promptly and thoroughly as possible. Therefore, it is important for me to be able to easily identify class emails. Consequently, I request that any emails that you send me about the course begin with “KINE202:” in the subject line. For example, a subject could read “KINE202: Appointment Request.” I cannot guarantee responses to emails that do not have “KINE202:” in the subject. In the case that I am slow to respond to an email, please feel free to simply re-send the message. My inbox gets out of control sometimes, and emails can get lost or mis-filed, and I appreciate the reminder if I have somehow misplaced a message or failed to respond for any other reason.

SCHEDULES

The schedules and assignments contained in this syllabus may be subject to change. It is up to you to make sure that you are aware of all announcements concerning changes in the course outline, readings, assignments, exams, and other matters made during class periods whether or not you are in attendance when announcements are made. Some assignments for each class are listed below. Preparing before class is likely to lead to more interesting class time and also facilitate studying.

ATTENDANCE

Regular attendance to synchronous sessions is recommended. Attendance for scheduled presentations is required.

COLLABORATIVE WORK

You will work in small groups to complete and compile written and spoken presentations. However, some assignments will be submitted individually. Collaborative work is an opportunity to learn from each other, divide labor on assignments, learn through teaching, meet others in the class and major, become accustomed to team-based work, etc. Therefore, collaborative work is an important part of the class and your grade will reflect your contribution to the success of your groups. Evidence of leadership, effort, organization, congeniality and flexibility will favorably reflect on your performance in the class. However, collaborative work is not meant to include sending emails to the entire class with answers to quizzes or tests, which is considered a violation of the honesty and integrity policies.

TIME EXPECTATIONS

Completing a college courses is traditionally expected to involve 2-3 hours per week per credit hour of effort outside the course. Therefore, a reasonable expectation of this course would be that it will entail about 6-9 hours of effort outside of class time during the normal semester (multiply all these values by 2-3 times in summer, where time is compressed but content is unchanged). The effort required each week may vary, but on average the time might be expected to break down as shown in the table to the right.

ACTIVITY	TIME INVESTED
Reviewing lectures/reading	3-4 hours
Completing short assignments/quizzes	1 hour
Case Studies/Projects	3-4 hours

Organization is half the battle. In my experience, there is a high correlation between organization and success. Be sure not to fall behind on assignments. Having a weekly schedule, and adding class time into your schedule for each course (as you might for your work and other activities) can greatly improve performance and reduce stress. Completing an assignment early takes as much time as completing it at the last minute, but usually results in higher grades (particularly if you get feedback). I encourage you to work with friends and groups to discuss course material and complete assignments.

CLASS PERIODS

Most class periods will consist of class discussions, group work, and class presentations. If there are other things that you read about, hear about, know about, etc. that are relevant to the course, please do bring these up and discuss them! Class discussions are always welcome so long as they are focused and include everyone.

OFFICE HOURS

I encourage you to make use of office hours, or make appointments to talk to me if you have questions or concerns. I have observed dramatic improvements in grades through one-on-one interaction. I also appreciate any and all feedback about the structure of the course, the material, ideas for making things better or clearer, etc. Feedback provided will not factor into grading decisions.

My office is in UH 310. If you arrive for an appointment and my door is closed, please knock. I keep the door open for all meetings with students, without exception.

EXPECTATIONS OF THE INSTRUCTOR

What is the instructor’s job? To transfer information from their brain to the students? To sort and rank students through grades? I would argue that these are not possible or desirable, respectively. Ideally, instructors have several responsibilities:

- 1) Instructors identify information and concepts about their course topics that are most important for understanding. Based on their knowledge and experience, instructors select from the vast amounts of information available the most relevant topics for study and reflection.
- 2) Instructors design activities that guide students through the process of discovery and learning, providing encouragement and constructive criticism, identifying important questions and encouraging students to become actively engaged in their own inquiry.
- 3) Instructors provide examples of the thinking process of their disciplines. Instructors demonstrate the creative process that leads to new ideas (e.g. testable models), and show examples of the evaluation and judgment that are used to come to conclusions.
- 4) Instructors assess the students in the course (i.e. grading). Instructors must determine the level of understanding required, design assessments for students to demonstrate understanding, and clearly communicate the instructor’s expectations to students.
- 5) Instructors are responsible for maintaining academic standards and integrity. Instructors are responsible for ensuring that college-level coursework in each class is appropriate for the field, the class level, contributes to Department and University learning objectives, and is capable of having a long-term impact on students. Personally, I consider it an ethical imperative not to sell students short based on assumptions or potential misperceptions. I assume that ALL students are capable of HIGH QUALITY work on par with students anywhere. It is the instructor’s job to try to find ways to achieve high performance for each individual, and help to motivate the students to put in the time and effort necessary for excellence.

Finally, instructors have an added responsibility. Instructors have a responsibility not to spell everything out for the students. Although guidance, clarity, and communication may seem conducive to **knowledge** learning, excessive guidance can actually be detrimental for **skill** learning and higher-order understanding. Improving writing, or analysis, or evaluation skills requires attempting to perform assignments without complete guidance – in the presence of perceived uncertainty both in the desired outcome and the best path to reach the outcome. Skill learning depends

on making mistakes: having expectations that are not completely structured and allow for errors, trial and correction, and, yes, even the potential for frustration sometimes.

SOME SUGGESTIONS FOR SUCCESS

There is a lot that can be gained from KINE 202 (in my own humble opinion ;-). Getting the most out of the course is easiest if you are organized, not overly stressed out, and have enough time to reflect on some of the topics that we cover. Some suggestions:

- 1) Keep up-to-date on assignments and even get ahead a little. Just like setting your clocks faster by a few minutes can sometimes help getting places on time... if you set personal deadlines ahead of class deadlines, things will seem much easier.
- 2) Keep a record of areas that are confusing and ask questions. Come to office hours.
- 3) Try to understand, not simply memorize, course material. Understanding means putting information in frameworks of other things that are already known, and thinking about connections among different course topics. Compare and contrast different topics from the course, etc.
- 4) Please Please Please don't be satisfied with poor performance! If a score does not reflect the effort made to learn the material, then come to office hours, consult peers, take action to improve! I am confident that everyone is capable of getting a top grade. Don't sell yourself short and settle for less!
- 5) Please give me feedback about aspects of the course that you are not satisfied with. I can't change everything this semester, but some things I can!

A DIVERSE AND INCLUSIVE ENVIRONMENT

Your experience in this course is extremely important to me. I strive to create a learning environment and classroom where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, preparation – and other visible and nonvisible differences. At times, we may discuss difficult and complex topics and I welcome and value all perspectives. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. I hope to create a learning environment that supports a diverse body of students, diversity of thoughts, perspectives, and experience and that honors your identity. To accomplish this:

- If you have a name or preferred pronouns different from what appears in your official record, please let me know as soon as possible.
- If you feel like your performance is being impacted by experiences, whatever they may be, outside of the classroom, feel free to talk to me and use me as a resource. I am here to support your development in all aspects. Anything you share with me will be kept confidential and anonymous (although I am a mandatory reporter for things such as sexual assault). I can also point you to outside help if that is preferred.
- As many are, I am still learning about diverse perspectives and identities and continue to seek new knowledge and perspectives. If I or anyone else in the class says something that makes you feel uncomfortable, please talk to me about it.

ACCOMODATIONS FOR DISABILITIES

We will make any reasonable accommodations for limitations due to any disability including learning disabilities. Please arrange an appointment to see me to discuss any needs you might have. All discussions are confidential. Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300 and can be contacted by phone at (760) 750-4905, TDD (760) 750-4909 or by email at: dss@csusm.edu. Students authorized by DSS to receive accommodations should meet with me during my office hours, or in another private setting, in order to ensure your confidentiality. **Note:** Please inform me during the first week of classes about any disability or special needs that you have that may require specific arrangements related to attending the class sessions, carrying out class assignments, or writing papers or examinations.

CLASSROOM HONESTY AND INTEGRITY

Honesty and integrity are a reflection of your character. Therefore, cheating is considered a serious offense. Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are derived from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university.

Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Students are expected to conduct themselves in a manner appropriate for class and comply with the rules of student conduct. The rules of student conduct are included in the California Code of Regulations, Title 5, and beginning at Section 41301. A student who violates university policies or regulations is subject to disciplinary action, which can result in a warning, reprimand, probation, suspension, or expulsion. The Chancellor of the California State University specifies procedures under which the university may take disciplinary action against a student. These procedures are on file in the Office of the Dean of Students, Craven Hall, Room 5306.

GRADING.

I don't like grading – but it has to be done. Ideally, grades are valid assessments of learning. Unfortunately, grades often assess only some aspects of learning and can be influenced by lots of other confounding factors ☹️. My honest suggestion is to focus on really understanding the material well and don't worry about your grade except to the extent that grades or scores give you information that can help you learn and improve.

The course is NOT curved (it is criterion-referenced, not norm-referenced). If everyone gets an "A," then I'll be ecstatic.

Grading will involve a hybrid system intended to give you (the students) as much agency and control over your grade as possible, and to link grades directly to learning and improvement.

To PASS the course (i.e. grade of C or higher), involves "Good" performance on course assignments in **ALL** four areas of the course: **INDIVIDUAL ASSIGNMENTS, QUIZZES, GROUP PROJECTS, and GROUP CONTRIBUTION**. The criteria for "Good" evaluation are:

INDIVIDUAL ASSIGNMENTS involve problems to be solved. Solving the problems demonstrates understanding of the course material. Assignments will be evaluated as either "Revise," "Good," "Super," or "Exceptional". Assignments given a "Revise" score can be revised and re-submitted ONCE to achieve a "Good," "Super," or "Exceptional," designation.

QUIZZES will assess understanding of fundamental course concepts and understanding of class reading. "Good" or passing performance involves receiving over 70% of the total points available for quizzes.

GROUP PROJECTS will be assessed through written assignments. Group projects involve more in-depth problems to be solved. Solving the problems demonstrates understanding of the course material. Projects will be evaluated as either "Revise," "Good," "Super," or "Exceptional," and returned with comments and feedback. Projects given a "Revise" score can be revised and re-submitted ONCE to achieve a "Good," "Super," or "Exceptional," designation. Although all students in a group are expected to contribute to the first submission of a project, revisions are **opt-out**. Although all group members have the opportunity to participate in revisions, only group members that wish to participate in a revision need participate.

GROUP CONTRIBUTION will be assessed through peer evaluations. The objective of group work is for all members of the group to help all the other members of the group understand the course material and achieve high performance on assignments. "Good" performance means demonstrated, active contribution to group projects that, in turn, receive "good" or better evaluations.

HIGHER GRADES. Students can achieve higher-than-passing grades by demonstrating exceptional performance ("Super" or "Exceptional" evaluations) on submitted assignments, submitting more assignments, or both.

EXPECTATIONS for "B" GRADES: Most assignments and Group Projects have "Super" evaluation or better. Strong performance on quizzes and exams (e.g. over 75% of the total points available for quizzes and exams, or over 70% of the points available for quizzes and over 70% of the points available on the exam).

EXPECTATIONS for "A" GRADES: Demonstrated involvement in the course leading to comprehensive understanding of the course material. Demonstrated leadership role in group work. All assignments and group projects completed. Assignments with "Super" or "Excellent" evaluations. Exceptional performance on quizzes and exams (e.g. over 80% of the total points available for quizzes and exams, or over 75% of the points available for quizzes and over 75% of the points available on the exam).

Overall, grades are intended to reflect active engagement with course material, demonstrated learning that results in high performance, patience and problem solving, and responsibility/leadership.

At the end of the semester, the final course grade is the **HIGHEST** grade that I can support with **EVIDENCE** from the assignments received from each student.

CLASS SCHEDULE
 Subject to change at any time
 Synchronous are TR 10:30-11:45 AM

DATE/DUE	TOPICS	QUESTIONS	REFERENCE READING / ASSIGNMENTS
SECTION 1: CRITICAL REASONING APPLIED TO CAREERS			
01 SEPTEMBER	-Logistics -Expectations and Potential	Who is this person? What is this class all about?	- Read this syllabus carefully
03 SEPTEMBER	-Evidence-based evaluation	What is the difference between an assumption, fact, and conclusion? What are different kinds of evidence? Are all types of evidence equally strong?	- Required reading: Ebell et al., 2004
08 SEPTEMBER QUIZ: Ebell et al., 2004	-Career/life objectives	What are your goals and priorities? What factors have affected your goals and priorities?	-Career priorities activity and discussion - Required reading: CSUSM Career Guide
10 SEPTEMBER	-Career/life objectives	How can a "Personal Vision Statement" help to identify long-term personal and career goals? What do employers look for?	Personal Vision Statement activity Employer Skill activity
PERSONAL BUSINESS CASE 1			
15 SEPTEMBER DUE: Personal Vision Statements	-Personal Business Case 1	How can we apply evidence-based reasoning to selecting a career path?	Group discussion and planning
17 SEPTEMBER	-Personal Business Case 1	What are the conceptual and evidence bases of the fields: Physical Therapy vs. Occupational Therapy vs. Osteopathy vs. Orthopedics vs. Chiropractic vs. Athletic Training vs. vs. Coaching vs. Speech Language Pathology?	Group discussion and planning
22 SEPTEMBER QUIZ: Reasoned Writing Section 1	-Frameworks	What are "Frameworks" and why are they powerful?	Instructor-led discussion
24 SEPTEMBER	-Presentations	How can we give effective spoken presentations?	Lecture
29 SEPTEMBER	- Scientific Literature	How are scientific papers structured and why? What is the process of peer review and why is it so important? How do we find scientific literature? How do we read figures?	Presentation Drafts Review
01 OCTOBER		How can we revise our presentations to be as strong as possible?	Presentation Drafts Review
06 OCTOBER DUE: PBC1 Presentations	-PBC1 Presentations	Which group has the strongest presentation and why?	Presentation Peer Evaluations
08 OCTOBER	-PBC1 Presentations		Presentation Peer Evaluations
PERSONAL BUSINESS CASE 2			
13 OCTOBER	-Personal Business Case 2	How can we apply evidence-based reasoning to selecting a career path?	Group discussion and planning
15 OCTOBER	-Personal Business Case 2	What are the conceptual and evidence bases of the fields: Exercise Physiology vs. Registered Nurse vs. Cardiology vs. Applied Kinesiology vs.	Group discussion and planning

		vs. Physicians Assistant vs. Nurse Anesthetists vs. Nutrition vs. Ergonomics vs. Wellness coaching vs. Internal/sports Medicine vs. Recreational Therapists vs. Public Health vs. Physical Education?	
20 OCTOBER	-Frameworks	How can we improve our "Frameworks" to make stronger presentations and decisions?	
22 OCTOBER	-Presentations	How can we improve our spoken presentations?	
27 OCTOBER DUE: PBC2 Presentations	-PBC2 Presentations	Which group has the strongest presentation and why?	Presentation Peer Evaluations
29 OCTOBER	-PBC2 Presentations		Presentation Peer Evaluations
HOW CAN THE KINESIOLOGY PROGRAM HELP US ACHIEVE OUR CAREER OBJECTIVES?			
03 NOVEMBER	-Important content	What information do we need to learn to be successful in one of our chosen careers?	Group discussion
05 NOVEMBER	-Important skills	What information do we need to learn to be successful in one of our chosen careers?	Group discussion
10 NOVEMBER	-Introduction to Kinesiology	What is Kinesiology?	Instructor-led discussion
12 NOVEMBER	-Anatomy and Physiology	What frameworks can help us think about A&P?	Instructor-led discussion
17 NOVEMBER	-Biomechanics	How can biomechanics contribute to my career objectives?	Instructor-led discussion
19 NOVEMBER	-Motor Control	How can motor control contribute to my career objectives?	Instructor-led discussion
24 NOVEMBER	-Exercise Physiology	How can exercise physiology contribute to my career objectives?	Instructor-led discussion
26 NOVEMBER	-Public Health	How can Public Health contribute to my career objectives?	Instructor-led discussion
01 DECEMBER	-Pedagogy/Andragogy	How can Pedagogy/Andragogy contribute to my career objectives?	Instructor-led discussion
03 DECEMBER	-Effective Argumentative Writing	How can we improve our argumentative writing?	Instructor-led discussion
08 DECEMBER	-Cover Letters and Personal Statements	What makes an effective cover letter and personal statement?	Instructor-led discussion
10 DECEMBER	-Course Wrap-Up		Group discussion
15 DECEMBER 11:30 AM – 1:30 PM	PERSONAL STATEMENTS / COVER LETTERS DUE		

“Those who can make you believe absurdities, can make you commit atrocities.”

-- Voltaire