



PE-195: INTRODUCTION TO KINESIOLOGY

Effective Term

Fall 2024

BOT Approval Date

11/09/2023

Discipline

PE - Physical Ed

Course Number

195

Course Title

Introduction to Kinesiology

Short Title

Intro to Kinesiology

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional



c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

Yes

Attach VPAT

Perceivant VPAT for Bearface Product - June 2020.pdf

Regular Substantive Interaction

Orientation at start of course - Students will be oriented to the online and face-to-face portions of the course on the first day of class. Announcements/Bulletin Boards - Announcements using the course management system will be posted at least weekly to keep students current on course events, due dates, materials, etc. Chat Rooms - Chat rooms on course questions, various genres, and student reading groups will be utilized to give students a place to complete group work and work on group projects. Discussion Boards - Communication via discussion boards will be initiated and maintained, with timely feedback provided. At least two discussion forums a week should be utilized for students to have a forum for discussion about the content of the course. Teleconferencing - Teleconferencing between students and the instructor to discuss assigned essays and projects will take place via telephone, CCCconfer, or email. Office hours - Instructors will hold regular office hours online using discussion forums, instant messaging, telephone, etc. Scheduled Face-to-Face Meetings - Hybrid courses will meet at regularly scheduled times (at least 5 times per semester).

Additional Regular Substantive Interaction

Real-Time Data – Shared Analytics reveal student engagement, progress, and success to focus interventions and increase success for struggling students.

C-ID (Admin Only)

C-ID KIN 100

Catalog Description

This course is an introduction to the interdisciplinary approach to the study of human movement. An overview of the importance of the sub-disciplines in kinesiology will be discussed along with career opportunities in the areas of teaching, coaching, allied health, and fitness professions.

Attach Supporting Documents

Beginning Kinesiology 2e OnePager.pdf

PE195FullEbookInstructor Guide.pdf

Kinesiology_TOC 2e.pdf

Codes

TOP Code (CB 03)

1270.00 - Kinesiology

CIP Code

34.0199 - Health-Related Knowledge and Skills, Other.

Student Accountability Model (SAM) Priority Code (CB 09)

E - Non-Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Physical Education (Masters Required)	Or
Kinesiology (Masters Required)	Or
Health (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS E - Lifelong Learning and Self-Development

CSU Area(s)

IGETC Area(s)

Learning Objectives

Learning Objectives

Learning Objective
1. Scrutinize the basic concepts of Kinesiology and how they form a holistic framework for health and wellness.
2. Relate the historical, ethical, sociological and philosophical foundations of Kinesiology.
3. Analyze the pedagogical approach to Kinesiology, Physical Education and Sport Science.
4. Evaluate scientific research and current trends in Kinesiology.
5. Create solutions to common mental obstacles in exercise and sport psychology.
6. Analyze pathways and preparation for career opportunities in athletic training, physical therapy, occupational therapy and sport/fitness administration.
7. Identify and Relate the main principles of motor learning and biomechanics to human development..
8. Connect human anatomy to exercise physiology, cardiovascular health, body composition and muscle performance.
9. Apply nutrition principles to bioenergetics and fueling movement activities.
10. Understand the history of diversity in sport and the effects on career opportunities in Kinesiology.
11. Discover ways to improve movement and healthy lifestyle habits for people with disabilities.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will demonstrate knowledge of the history of physical education, kinesiology, and sport.
2. Students will apply knowledge of current trends and identify potential problems within the field of kinesiology.
3. Students will identify quality kinesiology and athletic programs which includes curriculum, instructional design and faculty development.
4. Students will use technology as a learning tool for research and communication.
5. Students will incorporate and encourage diverse thinking and perspectives.
6. Students will engage in multiple and simultaneous outcomes and activities.

Program Learning Outcomes

Learning Outcome
Demonstrate proficiency, knowledge, skills and abilities to compete in various individual and team sports.
Develop the body, mind, social connections and spirit through human movement.
Examine and critique scientific literature, exercise methods, services and products, and understand and synthesize relevant information from it, and be able to convey findings both orally and in writing.

Explore and prepare for educational and career options in Physical Education, Kinesiology, Exercise Science, Nutrition and Athletic Coaching.

Explore the anatomical, biomechanical and physiological components of human movement.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Human Movement
 - a. How Ancient Cultures Tested and Celebrated the Body
 - b. Movement Developments in Recent History
 - c. Kinesiological Sub-Disciplines and Careers
 - d. Kinesiology Organizations
 - e. Diversity, Equity, and Inclusion in Sport
2. Recent Trends in Kinesiology
 - a. The Evolution of Activity Monitors
 - b. Promoting Activity Through Technology
 - c. High-Intensity Interval and Functional Training
 - d. Exercise Modalities for Diverse Populations
3. Research in Kinesiology
 - a. Introduction to Research Techniques
 - b. How Research is Published
 - c. Critiquing Scholarly Work
4. Physical Activity and Well-Being
 - a. Sedentary Lifestyle and Chronic Diseases
 - b. Getting the Most Out of Exercise
 - c. Non-Traditional Medicine and Activities
 - d. Self-Assessment Measurements
5. Philosophy in Kinesiology
 - a. History of Philosophy in Sport and Exercise
 - b. The Branches of Philosophy
 - c. The Metaphysics of Games and Sports
 - d. Applying Competition, Sportsmanship and Morality to Life
 - e. E-Sports and Video Gaming
6. Sociology in Kinesiology
 - a. Viewing Sport Through a Sociologist's Lens
 - b. Integrating Fitness and Sport into Society
 - c. Title IX, Gender Bias, and Equity
 - d. Special Olympics and Paralympics

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- e. Race and Ethnicity, Politics and Social Justice in Sport
 - f. Socioeconomics Barriers in Sport and Fitness
 7. Psychology in Kinesiology
 - a. History of Sport and Exercise Psychology
 - b. Theories and Models of Exercise and Sport Psychology
 - c. Anxiety Strategies and Interventions
 - d. The Emotional Side of Injuries and Disabilities
 8. Exercise Physiology
 - a. The History of Exercise Physiology
 - b. Anatomical Structure and Function of the Body
 - c. Exercise Physiology in Special Needs Populations
 - d. How Ethnicity, Race and Gender Influence Physiology
 9. Biomechanics
 - a. The History of Biomechanics
 - b. Applying Biomechanics to Sport and Exercise Performance
 - c. Elite Versus Recreational and Developmental Aging, and Body Physics
 10. Motor Behavior Learning, Control, and Development
 - a. How Neuroscience Influenced the Growth of Motor Behavior
 - b. Motor Control and Learning Principles
 - c. Motor Development and Aging Principles
 - d. Rehabilitating People with Neurological and Degenerative Disorders
 11. Pedagogy in Kinesiology
 - a. The History of Pedagogy in Kinesiology
 - b. The Art and Science of Teaching Through the Lifespan
 - c. Teaching Methods for Different Learning Styles, Literacy and Ability Levels
 12. Athletic Training
 - a. History of Athletic Training
 - b. Basic Prevention and Care of Injuries
 - c. Treatment Protocols for Diverse Populations
 - d. Career Preparation: Education, Certification, and State Regulations
 13. Physical Therapy
 - a. History of Physical Therapy
 - b. Common Practices of a Physical Therapist
 - c. Cultural Awareness in Physical Therapy
 - d. Career Preparation: Undergraduate Education and Application Materials
 14. Occupational Therapy
 - a. History of Occupational Therapy
 - b. Common Practices of an Occupational Therapist
 - c. The Science and Soft Skills of Working with Disabled People
 - d. Career Preparation: Undergraduate Education and Application Materials
 15. Fitness Training Personal, Group, and Corporate
 - a. History of Fitness Training
 - b. Working with Diverse Populations in Inclusive Environments
 - c. Health and Wellness Coaching
 - d. Career Preparation: Education and Certifications
 16. Strength and Conditioning
 - a. History of Strength and Conditioning
 - b. Training People of All Backgrounds, Body Types and Ability Levels
 - c. Preparation: Education, Certifications, and Specializations
 17. Sport Management
 - a. History of Sport Management
 - b. Business, Media, Marketing and Finance in Sport
 - c. Socioeconomic Barriers to Leadership in Sport
 - d. Specializing in a Sport Management Niche
 18. Physical Education Pedagogy

- a. History of Physical Education
 - b. Daily tasks and scope of practice
 - c. The Diverse Demographics of Teachers and Students
 - d. Adapted Physical Education
 - e. Career Preparation: Education and Licensure
19. Heart, Lungs, and Blood Vessels
- a. Anatomy and Physiology of the Cardiorespiratory System
 - b. Chronic Diseases which correlate with Physical Activity
 - c. Cardiology and Respiratory Professionals
20. Cardiorespiratory Fitness
- a. The Anatomy and Physiology of Fitness
 - b. Assessing Cardiorespiratory Fitness
 - c. Cardiorespiratory Disorders and Diseases, Genetic Predispositions
 - d. FITT and Exercise Prescription for Diverse Populations
21. Bones, Nerves, and Skeletal Muscle
- a. Basic Anatomy of the Bone, Nerve, and Skeletal Muscle
 - b. The Physiological Roles of the Bone, Nerve, and Skeletal Muscle
 - c. Musculoskeletal Health Disorders and Diseases
22. Musculoskeletal Fitness
- a. Benefits of Resistance Exercise
 - b. Assessing Muscular Fitness
 - c. Genetic Diversity and Predisposition in Muscle Fibers
 - d. FITT and Exercise Prescription for Diverse Populations
23. Macronutrients and Micronutrients
- a. Macronutrients: Nutrients That Give Energy to Live
 - b. Micronutrients: Compounds and Elements for Normal Body Functions
 - c. Water Hydration and Sweat
 - d. Exercise Nutrition, Availability and Food Insecurity
24. Bioenergetics
- a. Using Food to Fuel the Body
 - b. The Metabolic Pathways
 - c. Dietary Goals for Health, Fitness, Disease Prevention and Rehabilitation
25. Body Mass Index and Body Composition
- a. The Obesity Epidemic
 - b. Eating Habits and Disorders
 - c. The Genetics and Stigma of "Being Fat"
 - d. Weight Management for Wellness
26. Measurement Techniques Anthropometrics and Energy Needs
- a. Body Mass Index: Health and Life Insurance Inequities
 - b. Body Composition Assessment Tools
 - c. Genetic Somatotypes in Diverse Cultures
 - d. Determining Your Personal Energy Expenditure and Caloric Balance

Methods of Instruction

Method

Film/video Viewing and Discussion

Integration

Equity Video Presentations will be published on the CMS to explore diversity in the historical, social, and philosophical disciplines of kinesiology. Example: A video on non-white pioneers like Jackie Robinson in the early assimilation of black athletes into professional baseball. This will increase multicultural sensitivity to personal lives and career behaviors in dealing with accommodating different cultures. Content will be delivered via links inside the SMS Assignment.

DE Adaptations for MOI

Multiple streaming video components will be accessed using some of the following sites: Youtube account, Ted Talks, Database links provided through the college digital library, and other internet sites would provide students the necessary information to participate

in discussion board written assignments. All video content will be accessible through closed captions. Discussion Board postings will be submitted via the CMS, and graded by rubric of clarity, creative thought, organization, and quality of collaboration with peers. Instructor will provide feedback to each post and replies within one week of due date. Students will get feedback within one week and see grades posted in the CMS Gradebook.

Method

Homework

Integration

Homework activities will further expand topics developed within the lecture component. Example: Each Chapter will have a digital learning activity that students will complete before class to familiarize themselves with the Chapter. They will progress through slides linearly and answer brief questions along the way. These summary readings are adjunct to the textbook readings and include basic quiz questions that are required to answer correctly to proceed through the steps. This pre-class exercise will benefit students to better comprehend the lectures to follow. All images in these activities represent a variety of diverse people, and they meet mandated accessibility requirements. Example: Students view a series of slides on the content and applications of the content in modern context with inclusion of all groups of people in theory examples. This will benefit the student with supplemental learning activities which reinforce the normal textbook readings.

DE Adaptations for MOI

These assignments will be delivered on CMS Announcements and linked to Assignments within Modules. Students will complete digitally within the CMS-integrated publisher content. All content is fully accessible and auto-graded immediately. These are repeatable, and students who finish receive 100%. Students who do not, receive zero. Students will see instant real-time grades posted in the CMS Gradebook. These Chapter Reading Lessons are Pass/Fail for full credit.

Method

Lecture

Integration

Lecture and demonstration will identify the multifaceted sub-disciplines of Kinesiology with a focus on current career opportunities in kinesiology for people of all cultures, background and experience. Lectures will enhance class discussions regarding past and present social, political, and environmental trends. This will benefit the student beyond reading the textbook by infusing anecdotal scenarios and culturally sensitive examples of how the topics effect people from different backgrounds. Example: lecture on Sociology of Sport will highlight the barrier of economics for low income families to access and thrive in the sport of golf. All lectures are focused on key concepts assessed by chapter quizzes. Students who actively view these lectures will score strongly on future quizzes.

DE Adaptations for MOI

Lecture will be supplemented with slideshows and other with adaptations such as video, audio, diagrams, and pictures that present concepts appropriate to the information being conveyed. All recorded content will be accessible and published through the CMS on the same day as the original recording. Students will access the lecture by attending class or watching a live or pre-recorded video of the lecture. Students will earn attendance credit tracked by the instructor, within one week and see point credits in the CMS Gradebook.

Method

Observation and Demonstration

Integration

Students will observe instructor modeling how to effectively teach specific skills or exercise movements, and how to highlight the basic techniques of successful pedagogy while explaining proper motor control and biomechanics. These observations will lead to students developing their own mini-lecture and demonstration of a specific skill or exercise movement to present to the entire class. The activities observed and demonstrated must be non-American-commercialized activities (No baseball, softball, football, basketball). Good Examples: Kicking a rugby ball, serving a badminton shuttlecock, jumping a hurdle, a swimming backstroke, a salsa dance move, a jujitsu form, holding a yoga pose or an originally created movement. There are millions of videos on the web that students can source to build there mini-lessons.

Students will perform their teaching demonstrations in a live or virtual classroom setting with a huge emphasis on audience appreciation, applause and respect to maintain a safe space to be creative and to teach your peers. Public speaking is frightening alone... much less public performance! This will broaden a student's scope of diverse physical activities, allow a chance for self-

expression, individuality and learning from students with different perspectives and backgrounds. This activity will benefit the student by experiencing what it feels like to teach an audience a new skill with public speaking and trying a leadership role.

DE Adaptations for MOI

All activities will be recorded and shared on the CMS. Instructor content will be accessible. Students will post their videos on the Discussion Board and attach a lesson plan of one page using a sample effective pedagogy template. Peer replies are required and must focus on positive feedback only. A grading rubric will measure the quality and content of lesson plan 50%, the video execution of the lesson plan 25%, and five positive peer reviews at 25%. Students will get feedback within one week and see grade changes reflected in the CMS Gradebook.

Method

Reading

Integration

Readings published by individuals within the field of Kinesiology will be used to further identify differing philosophies and career opportunities available in Kinesiology. Example: Students will read writings from a successful role model like Serinna Williams as a triple minority (race, gender and socioeconomic status) to learn how she adapted to a non-inclusive sport like tennis to become the greatest female tennis player of all time. This will benefit the student to see there are opportunities possible to dominate as a minority in a white-dominated sport. This will inspire students to think outside the box with personal aspirations that were blocked or hindered in the past. For example, today, a woman can see female role models in Professional Soccer and MMA Fighting who are closing the gender gap in pay and publicity. Culturally diverse Reading assignments will be hyperlinked in Chapter modules in the CMS and students will complete those readings by progressing through the Modules.

DE Adaptations for MOI

Readings will be accessed through internet sites linked to CMS Modules steps which coincide with topics related to information given through power-points or covered within discussion board assignments. After students complete assigned diversity readings, they demonstrate examples of diversity, equity and inclusivity into related course assignments. Example: In a Discussion forum on Sport Sociology, students will be required to identify one athlete in history who has overcome barriers to succeed in their sport.

Method

Mediated Learning

Integration

Extra instruction for at-risk students, allowing instructors to intervene and insure equity for lower-achieving and/or disadvantaged students. This digital e-text publisher integrated platform provides built-in analysis of student performance to improve learning outcomes and teaching methods. The course is structured with real-time data analytics to measure course engagement, progress, and success. Example: A student identified as low-achieving/non-passing a particular quiz, who participate in extra tutoring or office hours for the chapter related to the quiz, will get extra credit in the form of bonus points applied to each chapter quiz. Students must request and reach out for help within one week prior, and one week after they receive a low (60%) quiz score. After they submit a remedial request for help and complete a 15-30 minute help session with instructor or the LRC, they will complete the CMS Assignment created for said chapter, and document their date, time, mentor, and a paragraph summary of what they learned in the session. This will benefit students who are not able. for whatever reason, to submit passing score quizzes. Instructors will electronically share grade analytics with at-risk students and provide MSJC student support links through MSJC Early Connect and referrals to the MSJC Learning Centers.

DE Adaptations for MOI

All of the above may be communicated privately over Zoom or Phone as a substitute for typing in the bonus point assignment. Students will get feedback and see grade changes reflected in the CMS Gradebook in the form of extra credit points.

Method

Visiting Lecturers

Integration

Presentations will include live guest speakers from culturally and socially diverse backgrounds. Or, guest presentations may come from pre-recorded Ted Talks or YouTube videos. This will benefit the student with opportunities to explore alternative perspectives to exercise and sport which are under-represented in major media and modern society. Students will interact with the presenter by asking questions, and/or providing feedback to the presenter. Example: A first-generation American Soccer Coach will share their

childhood as an immigrant with a love for soccer, and the career steps they followed to become a successful college coach and high school athletic director. Students are expected to communicate through Q and A, and actively participate throughout the event. Students will benefit from being reminded how people of disadvantaged backgrounds can find a career they love and make a living doing so. Instructions on how to reflect on guest lectures will be defined in Assignments posted in the CMS Modules. Students will complete a list of questions and submit to the Assignment on CMS. Question examples include: What did you take from this unique person's perspective in overcoming the barriers to success in Kinesiology (race, cultural, gender, or any built-in obstacles to a new student or intern entering this career field in kinesiology).

DE Adaptations for MOI

Virtual guest speakers will join the class live online or via recorded video. Students will be asked to watch live together in pairs or groups as an audience and participate in live chat during the "watch party." Students are expected to actively collaborate and communicate during the presentation during and after the event via chat in CMS. Assignment prompts will be listed in the CMS, and students will complete the assignments with written answers to a set of questions. As a substitute for written answers, students may meet 1-1 with instructor via live phone or video call to communicate their answers directly to the instructor.

Methods of Evaluation

Method

Class Participation

Integration

Students will be invited to attend/participate via course announcements matching the the schedule in the course syllabus. evaluated on their successful participation in daily class discussions and class presentations to determine student comprehension and application of the learning materials. Participation will focus on relevant application of principles to personal wellness development and career preparation. Example: After a presentation on Title IX and the inequity female sports, students will share ideas in breakout groups to identify problems, critique the information, and to create solutions to common disparities between male and female athletes. Students will benefit from learning alternative pathways for people of different backgrounds to navigate through historically low-accessible career tracks.

DE Adaptations for MOE

Participation is an assignment within itself. Students will complete participation requirements by attending and actively learning during the class or activity. Instructor will track attendance and Participation through the Discussion Board or scheduled Live Zooms and can be graded asynchronously with feedback through the discussion board and/or during synchronous meeting time via chat online. Students will be evaluated on active collaboration and communication during the presentation or after the event via chat in CMS.

Method

Exams/Tests

Integration

Quizzes will be assigned on the syllabus calendar and completed on the CMS. Questions will be multiple choice, and drawn from content learned from the e-book activities, with 10% or less bonus questions referencing sources linked laterally, but still relevant to the basic readings and activities focused on in class. Students will benefit from the feedback on exams to assess how and what they are learning. Also, they will practice how to synthesize information provided in class lecture, related presentations, and assigned readings. This will increase historical and modern knowledge of Kinesiology principles to adapt those principles personal health and wellness, and to expand career choices in Kinesiology. Accessibility Rules will always be followed in Online Test Administration. Quizzes may be taken multiple times with highest score kept. This will minimize technical difficulty situations when students are interrupted during a test, or their computer/mobile device encounters problems. If students cannot complete tests from home, they are encouraged to visit the learning resource center to access technology.

DE Adaptations for MOE

Chapter Quizzes will be graded through the online environment using the CMS. Other possibilities to accomplish these exams would be through an optional face to face meeting with the instructor or proctored at the learning center. Accommodations for quizzes are not often necessary, because the quizzes meet digital accessibility requirements. Also, the quizzes are repeatable, with highest score awarded.

Method

Research Projects

Integration

Written Research projects will be assigned through the CMS as a scheduled, syllabus-matching assignment. Research projects will be student-selected to evaluate students' understanding of current trends and issues developing in kinesiology, physical education, recreation, and sport. Students are directed to research specific examples that may be of personal interest, socially relevant or controversial in nature. Assignments will focus on relevant application of principles to personal wellness and career preparation. Example: Cultural Plunge Assignment tasks the student to explore a professional athlete who has overcome multicultural barriers to become successful in a sport which previously did not include them due to physical disability, race, country of origin, religion, etc. This scientific exploration experience will benefit the student to gain fluency in library research, critical thinking, and formal writing skills with APA format.

DE Adaptations for MOE

Students will find all assignments on the CMS Announcements and Chapter Modules to match the course syllabus due dates and progression. Students will use the college online library and specified web sites to complete research projects, web searches for class discussion board and student presentations. These projects will be digitally submitted to the instructor through the CMS Assignments and Discussion links. Grading with feedback and rubrics measuring organization, critical thinking, and structural flow of their reports will occur within one week of submission.

Method

Group Projects

Integration

Group discussions and tasks to co-create report-outs are intended to foster collaboration among peers to promote inclusion and diversity. An effort will be made to make diverse pairings. This includes pairing students who are at higher achievement level with those at a lower level to build mentor partnerships. Students will be graded on quality and content of discussion and chat to practice critical thinking skills, and team communication. Group summary reports will be co-written and graded as a final score based on rubrics measuring communication, collaboration, content, and creative teamwork. Example: Students will peer review each other's Personal Philosophy Statements to provide constructive feedback After proof-reading each other's drafts, a summary of edits and final reports will be submitted to the CMS for grading.

DE Adaptations for MOE

Small groups of 2-3 students will interact privately and share in the submission of final project reports by attaching personal communications with dates and times to the overall report submitted electronically to the CMS. Instructor feedback and grading rubric will follow with Gradebook score and comments in one week's time.

Method

Homework

Integration

Weekly Chapter Learning Activities will be assigned in sequence through the CMS Announcements to match the syllabus due dates and the CMS Modules. Example: Each Chapter will have a CMS-integrated digital learning activity that students will complete before class to familiarize themselves with the Chapter. They will progress through slides linearly and answer brief questions along the way. These summary readings are adjunct to the textbook readings and include basic quiz questions that are required to answer correctly to proceed through the steps. Students will open these assignments and self-pace complete them, due before each Chapter Lecture. They are auto-graded, and will provide instant feedback to students as they navigate through the material and better synthesize relevance and application of the material to real-life scenarios.

DE Adaptations for MOE

These assignments will be submitted digitally within the CMS-integrated publisher content. All content is fully accessible and auto-graded immediately. These are repeatable, and students who finish receive 100%. Students who do not, receive zero. Students will see instant real-time grades posted in the CMS Gradebook.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

PROFESSIONAL INTERVIEW

Interview a professional in Athletic Training, Physical Therapy or Occupational Therapy with 5+ years of experience to understand the logistics of working in their career. The objective of this assignment is to delve into the logistics of preparing for, and successfully thriving in this particular career. Contact the professional to set up a 30-minute appointment for the interview. Professionals are often excited to help a student enter their field of passion; be sure to share where you go to school. Conduct the interview. Keep the following in mind as you prepare for and conduct the interview:

Prepare your questions with enough room to write notes.

Dress professionally and arrive at your appointment (or virtual meeting) early.

Allow for extra time in case the conversation goes longer; they may even offer to give you a tour if the meeting is at their place of employment and let you "shadow" them for a bit.

Assignment:

Write a 400-word paper on job preparation, educational requirements and daily job duties.

Draft a list of interview questions. Write a two- to three-page report (double spaced) of the interview with a Summary Paragraph highlighting your personal reflection on what you learned. Your document should be saved as a .docx or .pdf for submission.

Consider visiting the campus career center for sample questions or use a combination of the questions below:

Date and Location of Interview?

What is your name and job title?

How long have you been employed in this field?

Describe your career path. How did you get to where you are now? Include pros and cons of the job, and likely employment opportunities for a new college graduate to join in the local geographic region.

What tasks do you complete on a typical day or week?

What do you love about your job?

What do you dislike or are challenged by in this position?

What should I focus on while completing my academic studies? How can I seek internships and/or get experience in the field now?

What personal qualities or characteristics will help me to be successful? What other advice can you give to help me to prepare for the position?

How assignment will be adapted in online format

The assignment will be submitted via assignment link in CMS and feedback will be given within one week. A rubric measuring Content, Length, Clarity, Critical Thinking and Organization of Report will be returned to the student in Excel format within one week of the due date.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

INTERACTIVE CHAPTER READING LESSONS

Complete Interactive Chapter Reading Assignments provided in Digital format with a 3-5 multiple questions to confirm Comprehension of the material. As you complete the reading lesson for each chapter, Canvas will auto-grade progression of you completing the reading and questions asked in sequential order.

How assignment will be adapted in online format

Reading assignments are embedded with short, graded quizzes to measure student understanding of content. The OER platform will "force" students to answer quiz questions correctly before advancing to the next page, thereby building formative knowledge to build upon sequential larger concepts.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

PROFESSIONAL SPORT OFFICIAL OBSERVATION:

Observe a Referee or Umpire on the job. Example: Attend a live game or match at any level or age group and write a 400-word evaluation report of the official. You may, as an alternative, find a live TV or recorded on Youtube college or professional game/match in any sport that you enjoy. Instead of essay format, please report in outline or spreadsheet format, your observed assessment of the officials' performance under each of these criteria:

Include the date and time you viewed the game, location, or weblink to the event. Assign a letter grade evaluation of the general qualities of a great Sports Official and a brief description of WHY you assigned them the grade. You must provide 2 examples of WHY you graded them A-F on every criterion:

INTEGRITY HUSTLE JUDGEMENT COMMUNICATION CONSISTENCY

FAIRNESS

SENSITIVITY COURAGE

ATTITUDE

LEADERSHIP COMMON SENSE

GAME KNOWLEDGE MECHANICS PROFESSIONALISM

OTHER....?

Include a summary of the event date, location and time. Include, in particular, the actions or words of the players, the coaches, the parents, the score, or the plays which influenced the Official's performance. What stood out to you such as Sport Philosophy, Sport Sociology, Sport Psychology, Strategy, and Tactical Methods, Rules, and Sportsmanship, etc.? Were there any obvious differences in participants gender, age, physical appearance, experience level, race, or ethnicity that may have influenced the performance of the official?

Copy / Paste your essay into the CMS Assignment textbox or add attachment DOC or PDF file. This assignment also requires that you read and reply to at least 2 other classmates, on their game observations. Peer replies must include two to three comments on your personal reaction to the peer's submission. You should draw comparisons or contrasts to what you observed in your assignment, or what you read in a third student's experience.

How assignment will be adapted in online format

This outside of class activity observation will be submitted to the CMS Discussion Board. A rubric measuring Content, Length, Clarity, Critical Thinking and Organization of Report will be returned to the student in Excel format within one week of the due date.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment**DISCUSSION BOARD**

State your opinion and attitude towards a historically important Hot Topic or Controversial Current Event in Sociology of Sport. Examples include females competing, officiating, or coaching in male-dominated sports, racial bias in sports, people using sports as a political platform to advance or promote a particular social movement, unethical behavior in sport, ethnographic differences in sport participation, making accommodations for athletes with limitations. Use your imagination or do a general library and/or internet search to identify a local, regional, or national news article on a controversy in sport, fitness, or physical activity. Search terms to filter your sport research path may include, but not limited to the following:

Functionalism

Conflict theory

Deviance in Sport

Performance Enhancing Drugs

Ethical Examples in Sport

Sport/Competition as a dominant value in American society

Gender

Race and ethnicity

Stacking theory

Sports/physical activity as a platform for social justice and/or politics Economic Barriers to participation

Other?

For the news article you select, answer the following questions as part of your Original Discussion Board post:

What news article did you select?

Name of Author and Date Published?

Include the link to the article.

How did the article illustrate the sociological theory or concept? Why was the article of personal interest to you?

To submit your original discussion post, click the Reply button below. You will not be able to see your classmates' posts until after you complete your original post. A rubric measuring Content, Length, Clarity, Critical Thinking and Organization of Report, and Quality of Student Peer replies will be returned to the student in Excel format within one week of the due date.

How assignment will be adapted in online format

Students will share information and thoughts, opinions, attitudes, and feelings about controversial news article topic via CMS Discussion Board. A rubric measuring Content, Length, Clarity, Critical Thinking and Organization of Report, and Quality of Student Peer replies will be returned to the student in Excel format rubric within one week of the due date. Assignments will be submitted via the CMS in a specific module for each chapter. The work will be graded on.... with feedback shared to the student within 1 week via email or directly through the submission comment in the CMS.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment**PERSONAL PHYSIOLOGICAL FITNESS ASSESSMENT**

You will measure and track your Physiological Fitness Measures pre and post a 2-month period. This is a Self-Evaluation and Self-Improvement Project based on Health-Related components of Physical Fitness. Examples: Rockport Walk Test, Target Heart Rate Assessment, Resting Blood Pressure and Heart Rate, Wall Sit Strength Test, Pushup Strength Test, Sit Up Muscle Endurance Test. Include a brief exercise prescription to improve each measure based upon principles learned from the CMS Chapter Reading Lessons in Exercise Physiology. A summary synopsis of your progress and future goals must accompany each measurement. The entire report should be 2 pages long or 400 words. A rubric measuring Content, Length, Clarity, Critical Thinking and Organization of Report, and Quality of Synopsis Statement will be returned to the student in Excel format within one week of the due date.

How assignment will be adapted in online format

Students will submit their pre and post scores in a written report for each fitness test. Grading will be based on accuracy, calculations of change over time, and compare their measures versus adult norms and health standards provided by the American College of

Sports Medicine. This assignment is private for personal data and submitted via Assignment link in the CMS. A rubric measuring Content, Length, Clarity, Critical Thinking and Organization of Report will be returned to the student in Excel format within one week of the due date. Assignments will be submitted via the CMS in a specific module for each chapter. The work will be graded on.... with feedback shared to the student within 1 week via email or directly through the submission comment in the CMS.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment**CULTURAL PLUNGE**

Select a demographically under-represented person with who excel in a particular sport or physical activity to study how they have overcome obstacles in their journey to success. Examples figures include Ronda Rousey, Serina Williams, Trischa Zorn, Zack Gowen, Erik Welhenmayer, Erin Popivich, Colin Kapernick, Tiger Woods, Jackie Robinson, Tom Dempsey, Pete Gray, Kyle Maynard, Oscar Pistorius, Jim MacLaren, Mallory Weggemann, Arunima Sinha, or others. Complete a worksheet answering multiple observation and critique questions based on the person's accessibility barriers to inclusion and equity. Provide at least one video link, one sport magazine article, and one photo of the athlete you choose to share with classmates. Assignments will be submitted via the CMS in a specific module for each chapter. The work will be graded on.... with feedback shared to the student within 1 week via email or directly through the submission comment in the CMS.

How assignment will be adapted in online format

Students will join a social chat link on CMS to share and provide feedback on what peers are posting. Instructor will facilitate discussions and grade based upon participation and active feedback between students. Assignments will be submitted via the CMS in a specific module for each chapter. The work will be graded on.... with feedback shared to the student within 1 week via email or directly through the submission comment in the CMS.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment**LIBRARY AND SCIENTIFIC DATABASE RESEARCH IN THE FIELD OF ADAPTIVE PHYSICAL ACTIVITY OR EDUCATION.**

Explore alternative exercise and sport modalities for special populations who are physically or mentally disadvantaged in the area of human movement. Choose ONE disability and describe in detail how professionals are researching and providing equitable access, resources, and training methods for people in these areas. For this assignment, you must use MSJC Library Databases and cite 2 scientific journal articles and 2 Medline or WebMD or similar articles published by professional organizations to outline current advances in technology or resources for people with similar disabilities.

How assignment will be adapted in online format

Student will submit a 3-page, double spaced report in APA format summarizing findings to the CMS Assignment link. A rubric measuring Content, Length, Clarity, Critical Thinking and Organization of Report will be returned to the student in Excel format within one week of the due date.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment**CAREER EXPLORATION PROJECT**

Follow the outline below to earn all the credit available.

The goal of this assignment is to give you the opportunity to explore in detail a career of your choice. The paper should be 400 words. In order to prepare to write this report, you should first visit the Career Center in the Counseling Office. Then follow the outline provided below to achieve all the credit available.

Part 1: Introduction: Personal Assessment. (5pts)

In the introductory section of your paper, explain how you came to decide on this career for your research. Did someone inspire you to follow this career path? Outline why you think this career is a match for your personality, interests, and values. If you aren't sure, try to think of what draws you to this career. If you like, here is the place where you might describe your fantasy career. The career you chose to research may or may not live up to parts of your ideal.

Part 2: Requirements for entry into your career. (5pts)

In this section, detail the education, experience, licenses, and skills necessary for the career. Most of this information may be in the Career Center, but also check the Bureau of Labor Statistics to make sure there is a need for you in the future! From your interviews with people in the field you should also get the unwritten rules of entry into this profession. What majors are recommended? What are related occupations for this career?

Part 3: Describe the job. (5pts)

Describe a day in the life of a member of your career. Are there different career paths you might take? Include physical environment, time schedule, location, salary, and benefits. What is the job outlook? Can you locate a current job advertisement on Indeed.com or Monster.com? (Attach it to your paper in an appendix.) What are the growth opportunities?

Part 4: Describe the Profession Today. (5pts)

You may want to include a brief history of your career choice here. What are some current issues or changes in this field? What are the concerns of people in your career today. How will employment trends impact your chosen field?

Part 5: From here to there. (5pts)

What do you need to do to get from MSJC to this career? Outline the steps you will take including specifics on transfer institutions and possible employers. What colleges offer the required major? Who are the big employers in this field? Will you have to move? What are the major obstacles you anticipate and how will you overcome them? What are some resources you can use to assist you get there? Mention some professional associations you could join while still a student.

Part 6: Works Cited. (5pts)

For every resource you use, provide a citation in MLA format. (Author. Book. Place of Publication: Publisher, Date or "Bookkeeping." EUREKA. EUREKA, 2009. Web. 17 Sept. 2011.) Each source should be cited in the body of your paper also. This is not a bibliography! Please visit the writing center for sample MLA papers and to have them proof your style and structure of citations. Be sure to follow the correct format for print versus online sources. The example below is the same source, but one student used the book in the Career Center and the other accessed it online.

United States. Dept. of Labor. Bureau of Labor Statistics. "Librarians." Occupational Outlook Handbook. Library ed. Washington: GPO, 2011. 266-269. Print.

"Librarians." Occupational Outlook Handbook. 2010-11 ed. United States. Dept. of Labor. Bureau of Labor Statistics. 18 Dec. 2007. Web. 20 Sept. 2009.

You will need at least five resources. Many of these will be online databases, but at the very least one should be a book or encyclopedia. Another should consist of a professional journal in your field and one source may be an interview with an individual currently employed in your area. Do not use wikipedia! This section is crucial! Your paper will be returned without a grade if you do not include Part 5. Good Luck! I hope you gain some valuable insight into the career of your choice. If you need help, please use your resources! These include me, the Career Center, Tutoring Center, the Library, the Writing Center, and your classmates.

A rubric measuring Content, Length, Clarity, Critical Thinking and Organization of Report will be returned to the student in Excel format within one week of the due date.

How assignment will be adapted in online format

Students will submit a draft outline of the 6 parts to the CMS one week after the assignment is posted. Instructor will type feedback onto the outline and return to the student. After due date, instructor will add grading remarks and attach a rubric to the CMS submission comments within one week.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment**PERSONAL PHILOSOPHY STATEMENT ON KINESIOLOGY****Purpose**

Some job or internship applications will ask you to share your thoughts, beliefs, attitudes, and values connected to the field. It takes time to develop a professional philosophy, and practice expressing your ideas will assist this process. This activity asks you to create and share your professional philosophy (as connected to the field of kinesiology).

You will be required to submit:

- One (1) original discussion post
- Two (2) responses to original posts made by your classmates.

For your discussion post, you should use your current knowledge and the latest learning from the chapter to draft your professional philosophy in kinesiology. You will need to share what you believe about sport, fitness, exercise, and/or physical activity by completing the following statement: I believe...

1. Before completing your "I believe" statement, summarize your key thoughts in two to three paragraphs (minimum of five sentences per paragraph).
2. To help you brainstorm, consider your stance on chapter concepts and give examples such as:
 - A. What is your stance on the nature of the person (materialism or physicalism, dualism or holism)?
 - B. Were any of the ethical theories related to the field of kinesiology (exercise, physical activity, sport, fitness, health, sportsmanship, fair play) particularly meaningful?
 - C. What are your thoughts, beliefs, values, or attitudes about sport and games?
3. After you have brainstormed your key thoughts using the prompts above, create your "I believe" statement to express your own professional philosophy.
4. Click the Reply button to begin your discussion post.

Tip: Search the web for professional philosophy statements from physical therapy clinics, strength and conditioning coaches, wellness directors, and so on.

IMPORTANT: Submitting a 'blank' reply to see what others have posted before submitting your initial post is considered cheating and you will receive zero credit for this assignment - even if you do it accidentally, no exceptions

Note: As you make your original post and make suggestions to your classmates, you need to cite your sources of information, make sure they are from credible professional sources, and always be respectful of each other. You may also reference your textbook.

How assignment will be adapted in online format

Students will join a Discussion Board on CMS to share and provide feedback on what other peers are posting. Instructor will facilitate discussions and grade based upon participation and active feedback between students. A rubric measuring Content, Length, Clarity, Critical Thinking and Organization of Report, and Quality of Student Peer replies will be returned to the student in Excel format within one week of the due date.

Course Materials**Textbooks**

"Practical Content for Beginning Kinesiologists 2e." Perceivant Publishers 2021. ISBN 9781952877070

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The sub-disciplines of History, Philosophy, Psychology and Sociology naturally weigh heavily on inequities between diverse populations on a global scale. Assignments will focus on gaps in opportunity between diverse groups limiting exercise participants, athletes, and leaders in sport and exercise. This course also explains exercise modalities for special populations such as older adults, and individuals with neurological disorders, physical impairments, eating disorders and obesity. This course is intentionally designed with diversity and inclusivity in mind for modern students based on relevant needs. There are multiple forms of assessment activities embedded to connect curriculum to various learning styles. Images are tagged and videos are closed-captioned for the visually impaired. Images of people reflect a diverse range of gender, ethnicity and race.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Learning activities will be designed for students to explore how people from diverse backgrounds continue to face social barriers to inclusion in exercise and sport. Examples include geographical, cultural, religious, socioeconomic, gender, sexuality, age, ethical and historical differences in a variety of populations. Regarding evaluation, the mobile app designed to let students easily track their grades and course assignments using their iOS or Android mobile devices. Platform that utilizes course analytics to identify at-risk students, allowing instructors to intervene well before midterms (even before class add/ drop). This curriculum provides built-in analysis of course and student data to improve learning outcomes and teaching methods for disadvantaged students. The course is structured with real-time data analytics to measure course engagement, progress and achievement to identify and focus success strategies for students who historically have been marginalized.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will have group assignments, peer-review activities, and group discussion boards to promote diverse, equitable and inclusive collaborations. Students will engage in a variety of group activities such as discussions/discussion boards and workshops/conferences via video conferencing software or discussion boards, either as a class or in small groups, so that students will have frequent opportunities to engage in peer-to-peer discussions designed to foster community and explore variant interpretations of the social and psychological aspects of human movement. Email and Discussion Board interactions will be asynchronous outside of office hours or regularly scheduled live meetings. Synchronous Chat communications will occur during live Zoom office help sessions, and during live Zoom office hours.

Explain how the course will incorporate instructor-to-student interaction.

Instructor will communicate with students via announcements, email, and scheduled video conference office hours. This digital platform facilitates audio and video communications within Canvas for enhanced teacher and student engagement. The instructor will participate in class discussions, and if online using the CMS discussion boards or video conferencing software, by asking students to apply personal analyses, clarify elements of philosophy and ethics related societal differences, pose questions, and/or encourage students to make connections between course content and larger cultural, community or societal concerns. Email and Discussion Board interactions will be asynchronous outside of office hours or regularly scheduled live meetings. Synchronous Chat communications will occur during live Zoom office help sessions, and during live Zoom office hours. In the case where students prefer speaking versus typing assignments, the CMS provides a dictation tool to convert speech to written words.

Explain how the course will incorporate student-to-content interaction.

Active learning interface and reporting platform guides students through sequenced content and allows multi-level assessment with defined learning outcomes which are sensitive to diversity, equity and inclusion.

Students will meet the objectives to scrutinize, relate, analyze, evaluate, create, identify, examine, connect, apply, promote and discover the multidimensional aspects of human movement in the context of exercise and sport.

Students will use the course content to understand and explore scientific theories and historical developments in the evolution of kinesiology as a research-based pathway for people to achieve health and wellness.

Students will engage and actively learn from the MOIs which include multimedia presentations in every sub-discipline of kinesiology, homework/reading assignments to integrate MOIs with drawing connections and conclusions between human movement research and practice, along with demonstrations of human movement and the social aspects of kinesiology.

Students will track their graded work and feedback with the MOEs on how humans cognitively, emotionally and physically participate, research and collaborate with others in physical education, athletics and leisure activities which will broaden their options during life to achieve health and wellness.

Students will complete assignments which encourage them to meet and interview sport and exercise professionals, develop their writing skills, and expand their cultural and economic awareness of how humans differ in equity and inclusion.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course provides sequenced activities to improve reading comprehension gaps and foster deeper, holistic learning. The course emphasizes thinking flexibly, considering variant interpretations, and learning how to navigate ambiguity and contrasting perspectives by engaging in discussions, activities, assessments, and writing activities that stem from diverse and multi-cultural perspectives of exercise and sport.

Students will meet the objectives by making the information relevant to personal lifelong learning and application of kinesiology to achieve and maintain personal and family health and wellness. This metacognitive approach will make for a better informed future. Students will apply the course content to navigate future career and academic pathways in kinesiology or related medical fields. Students will engage and actively learn how the MOIs translate into their current and future leadership roles as technology designers, communicators and participants in kinesiology settings. Students will track their graded work and feedback with the MOEs to evaluate their progress and achievements throughout the semester. Online access is designed for self-assessment in a mobile-friendly, immediate feedback. Students will follow and complete assignments to enrich their formative and cumulative learning journey. ...

Key: 2554