

MiraCosta College
KINE190 Introduction to Kinesiology
Course Syllabus

Course Information:	Instructor Information:
Course Title: KINE 190 Introduction to Kinesiology	Instructor: Robert Fulbright
Units: 3	Office: RM 4811
Semester/Year: Spring 2011	E-mail: rfulbright@miracosta.edu
Location: ONLINE	Phone: (760) 757-2121 ext. 6423
Class Meets: ONLINE	Office Hours: T/TH 8:30-9:30 a.m.

Required Textbooks and Materials:

Fahey, Insel, & Roth (2011). *Fit & Well Brief: Concepts and labs in physical fitness and wellness* (9th Ed.). (Note: access code required)

Hamilton, N. Weimar, W., & Luttgens, K. (2008). *Kinesiology scientific basis of human motion* (11th ed.). New York: McGraw-Hill.

Course Description:

This course is designed for students interested in the kinesiology, exercise science, and sports medicine professions. It will assist prospective majors in their career choices by introducing them to fields closely related to kinesiology and sports medicine, to current issues in the field, and to key events and concepts in the evolution of kinesiology and sports medicine as a discipline and as a profession.

Course Objectives: Upon the successful completion of this course, students will be able to:

1. Analyze and discuss the history, scope and progression of kinesiology/sports medicine.
2. Analyze and evaluate careers in kinesiology/sports medicine (physical therapy, massage therapy, chiropractic, athletic training, personal training, strength and conditioning, health and fitness, coaching, physical education, sports management, etc.) and the necessary degrees and/or certifications.
3. Investigate the correlation between physical activity, body composition (weight management), nutrition, and behavior modification (self-monitoring, self-contracting, goal setting) in relationship to chronic disease, and quality and quantity of life.
4. Initiate and successfully implement a fitness testing/assessment following proper protocols for cardiorespiratory (calculate THR using HRR/Karvonen method and MaxHR method), muscular strength, muscular endurance, flexibility, body composition, balance, core and posture.
5. Create a comprehensive and progressive fitness and/or rehabilitation program applying the various components of fitness (cardiorespiratory, muscular strength, muscular endurance, flexibility, body composition), principles of fitness (specificity, progressive overload,

- reversibility, individual differences), the F.I.T.T principle (Frequency, Intensity, Time, Type) and individual differences (age, goals, fitness level, skill level, disabilities).
6. Analyze and discuss basic principles and topics in the sub-disciplines of kinesiology/sports medicine (exercise physiology, biomechanics, motor learning, sport and exercise psychology, history and philosophy, sport management, physical education, therapeutic exercise).
 7. Evaluate and discuss the responsibility of a professional in the field of kinesiology/sports medicine as an effective role model for health, fitness, leadership and ethical character.
 8. Assess and evaluate the validity and reliability of peer reviewed journal articles, professional literature and other reputable sources in the field of kinesiology/sports medicine.
 9. Evaluate kinesiology, exercise science, and sports medicine degrees and programs at various four year higher education institutions.

Course Concepts:

1. History of Kinesiology/sports medicine
2. Careers in kinesiology/sports medicine
3. Correlation between physical activity, healthy body composition and nutrition
4. Fitness testing/assessment
5. Program design
6. Kinesiology/sports medicine sub-disciplines
7. Professionalism
8. Peer review journal articles
9. Kinesiology/sports medicine programs/degrees/certification

Student Learning Outcomes (SLO):

1. Student will write an analysis and evaluation of various degrees and certifications in the field of kinesiology/sports medicine, and based on their research recommend colleges/universities and/or certification programs.
2. Student will write an analysis and evaluation of upper extremity postural distortion, lumbo-pelvic-hip postural distortion, and lower extremity postural distortion, and recommend the exercises to address each distortion.
3. Student will describe how to implement fitness assessments and proper protocols for cardio-respiratory, muscular strength, muscular endurance, flexibility, and body composition.

Performance Requirements/Course Grade:

Your grade for this course will be based upon mastery of course concepts as demonstrated by successfully completing the term modules. Following directions in the syllabus provides the best avenue for success. Read directions very carefully and follow all suggestions and requirements. The grading rubric standards apply to all written assignments. Your work will be evaluated as follows:

		<u>Grading Scale</u>	<u>Grades</u>
Module 1 (Due date Feb. 17)	20 pts.	A 90-100 pts.	A 90-100%
Module 2 (Due date Mar. 17)	20 pts.	B 80-89 pts.	B 80-89%
Module 3 (Due date Apr. 14)	20 pts.	C 70-79 pts.	C 70-79%
Module 4 (Due date May 05)	20 pts.	D 60-69 pts.	D 60-69 %
Module 5 (Due date May 24)	20 pts.	F < 59 Pts.	F < 59%
Total Points	100 pts.		
Note: each module is comprised of a 10 pt. assignment and a 10 pt. exam.			

Module 1	Degrees and Careers in Kinesiology and Sports Medicine (SLO 1)
Module 2	Muscular System, Skeletal System, and Nervous System (SLO 3)
Module 3	Therapeutic and Rehabilitative Exercise (SLO 2)
Module 4	Health and Fitness Assessment Protocols (SLO 3)
Module 5	Physical Education & Coaching

Dropping Policy:

It is ultimately your responsibility to officially drop this class if that is your intent. Failure to do so may result in an "F" grade on your transcript. Please consult the MiraCosta College class schedule and the office of admissions and records for official with drawl deadlines.

Academic Integrity:

All work submitted in each course must be the learner's own. This includes all assignments, exams, term papers, and other projects required by the faculty mentor. The submission of another person's work represented as that of the learner's without properly citing the source of the work will be considered plagiarism and will result in an unsatisfactory grade for the work submitted or for the entire course, and may result in academic dismissal. **To help you avoid plagiarism, do not "copy and paste" into any assignments without using quotation marks and citing in APA format the source of the material.** Your work may be submitted to TurnItIn.com for originality evaluation.

Requirements for Online Class Participation:

- Internet access.
- Ability to submit assignments in one of two formats only: doc or rtf (if you use WordPerfect, save and submit as rtf.)
- Regularly check Bb a minimum of three times per week and to submit assignments.
- Have moderate experience with the Web, email, attachments, downloading, etc.

- Understand and apply appropriate email netiquette.

Create a Blackboard Account:

The Bb course management system will be used. Bb login: <http://blackboard.miracosta.edu/> Your username and password or your SURF ID and SURF Password. This is the **same** SURF ID and SURF Password you use to register for classes at MiraCosta College. If you do not have access to a computer or the internet you will find the MiraCosta College library has a large number of computers with internet access for your use. If you have questions, please contact the **MiraCosta student help desk Online Tech Support - OPEN 24 Hours - 7 days a week** at **Phone:** (760) 795-6655, **Email :** StudentHelp@miracosta.edu, **website:** <http://www.miracosta.edu/apps/studenthelp/>.

Electronic Learning Resource Center:

The MiraCosta College library website can be accessed from the college home page at <http://www.miracosta.edu/> click on library. The library website provides access to academic databases (Online Research) with full-length professional journal articles, electronic books, reference materials, a host of web pages supporting coursework, and much more. In addition, you can obtain library research assistance from the library website under (Research Assistance - Ask-A-Librarian) as well as Citation Style Guides for proper APA formatting.

The Writing Center:

The MiraCosta College Writing Center can be found in the library hub, which provides assistance and helpful tools for all stages of the writing process: Pre-writing, Focus, Development, Organization, Voice and APA Editorial Style, and Conventions (punctuation, mechanics, sentence-level issues, APA format). Within the Writing Center the lab offers consultations to offer personalized feedback on your writing. You are invited to visit the Writing Center and lab for all writing and research assignments.

Students With Disabilities:

This instructor is committed to meeting individual differences in the classroom learning environment. If you feel you may need special accommodations to successfully complete this course please do not hesitate to contact me by telephone (760) 757-2121 ext. 6423 or by email rfulbright@miracosta.edu. MiraCosta College is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class, are encouraged to contact Disabled Students Programs & Services as soon as possible to ensure that such accommodations are implemented in a timely manner. **DSPS Phone: 760-795-6658, Email: askdps@miracosta.edu, Hours of operation: (M-F 8:00-4:30 PM) and Location: DSPS office building 3000** (Northwest corner of campus). Any information regarding your disability will remain confidential.

Online Etiquette:

This course has supplemental material online and is conducted in a computer classroom with Internet access. MiraCosta College supports the concept of academic freedom; there are no filters blocking Internet access to electronic content. Many Internet sites contain material that is not appropriate for the educational setting. If you should find yourself subjected to offensive content of any nature, you should inform your faculty mentor immediately. If the requirements of an assignment or legitimate educational research require you to access sites that could be considered offensive, please contact your faculty mentor or a librarian so that accommodations can be made to assist you.

The following are examples of the kind of use that the college has defined as inappropriate:

- Violating copyright law or software license agreements.
- Installing software without authorization.
- Seeking to gain or gaining unauthorized access to information resources.
- Damaging software or hardware owned by the college.
- Distributing "spam" e-mail, or other abuse of email accounts provided by the college.
- Intentionally disrupting network activity or attempt to hack into systems through the use of Mira Costa College equipment or networks.
- Violating college policies regarding sexual or racial harassment.

The last example requires explanation. One situation the college will not tolerate is the racial or sexual harassment of any of the members of the college community. Harassing e-mail, and the display or distribution of sexually explicit pictures acquired from the Internet, or otherwise, are not tolerated. The college will discipline this conduct pursuant to the harassment policies in place at the College. Any activity that creates, downloads, or otherwise causes sexually explicit pictures to appear on computers under the control of an individual is taken by the college as an example of creating an intimidating, offensive, or hostile working/educational environment, and is certainly a misuse of the purposes for which such equipment was made available. The college requires members of its community to act in accordance with MiraCosta College policies, relevant laws and contractual obligations, and the highest standards of ethics.

Module 1: Degrees and Careers in Kinesiology and Sports Medicine (10 pts. assignment + 10 pts. exam = 20 pts.)

Review Module 1 on Bb

Review classmates PowerPoint Presentations on Blackboard in Module 1 folder "Student PPT Presentations"

Required Reading: Hamilton, Weimar, & Luttgens : chap. 1 & Fahey, Insel, & Roth: chap. 1

Review: Module PPT Presentations

Assignment 1: Evaluate and Analyze Degrees and Careers in Kinesiology and Sports Medicine

Note: See example assignments on Bb.

Part I

This assignment is designed for students interested in the kinesiology, exercise science, and sports medicine professions including, but not limited to physical therapist, physical therapy assistant, nutritionist, athletic trainer, athletic director, physical education teacher, university or community college professor, strength & conditioning coach, high school or college athletic coach, fitness instructor (i.e., yoga & Pilates), massage therapist, fitness club manager, health and wellness coach, and personal trainer. Some questions for many of you are: "What is the career I am interested in like?" or "Is it a career that I would like?" and "What degrees and/or certifications will I need for this career?" This assignment will help you answer these questions and others you may have based on research you will complete throughout this activity.

Your group will create a PowerPoint presentation and present to the class online. In your presentation address the following questions and areas, and feel free to add others. What is the history/background of the field you are interested in pursuing? What are the working-conditions like for this career? What are the pros and cons of the career? Base your answers to these questions on such items as salary, work hours, work week, work environment, career advancement opportunities, options within the profession, career stability, vacation time, health benefits, retirement benefits, and anything else you can think of or find interesting. What level of degree and/or certification is required for the career you are interested in? What local colleges offer the degree required for the profession you are interested in? Which college(s) would you choose or recommend? Explain why. Are you required to have a national certification for this career? Would it be helpful? Explain. If so what certification program(s) (i.e., NSCA, ACSM, NASM, ACE, E-RYT, PMA certified, AFFA, etc.) offer the certification you may need for your chosen profession? Which certification would you chose? Explain why.

Note: Include a References page (i.e., journals, books, web sites) on the last slide(s) of your presentation in APA format as well as cite in APA format within your PowerPoint presentation to document your sources for the information contained within your presentation. Please use our library, either on campus or online for assistance if you are not familiar with how to properly list references in APA format or cite references within a document in APA format.

What was the most insightful information you learned from your research? After your research are you still interested in pursuing this particular field of Kinesiology? Why or why not? What information did you learn from this research that you did not already know? Is your perspective different now than it was before you began your research?

Upload and submit your completed PowerPoint presentation via Bb before the module due date Feb. 17. Note: to upload your assignments go to the Course Content tab on the left hand column of Bb, select the appropriate module, select the Assignment folder, select the link at the bottom of the assignment, then scroll to the bottom and select the Browse tab, select the assignment on your computer, and click the Submit bottom.

Be sure to also research the level of degree required for the following career professions: physical therapist, athletic trainer, physical education instructor, collegiate strength & conditioning coach, and personal trainer.

Part II

Note: Go to the “Interview Questions (Use for Part II of Assignment)” folder on Bb. Use this document for the assignment (Part II). Download it and enter your answers under the questions, save it, and submit. This is an individual project, in other words one you will do on your own.

Interview a professional in a kinesiology/sports medicine career you are interested in pursuing. Include the name and address of the organization or institution, the name and position of the individual you interview, and their phone and email address. Most practicing professionals will be happy to talk with you about their career and share their perceptions, especially if you mention you are a kinesiology student and it is part of your assignment. However, it is best to plan well in advance as these professionals have busy schedules and you do too.

Upload and submit your completed assignment in a (Microsoft Word Document) via Bb before the module due date Feb. 17. Note: to upload your assignments go to the Course Content tab on the left hand column of Bb, select the appropriate module, select the Assignment folder, select the link at the bottom of the assignment, then scroll to the bottom and select the Browse tab, select the assignment on your computer, and click the Submit bottom.

Module 2: Muscular, Skeletal, and Nervous Systems (10 pts. assignment + 10 pts. exam = 20 pts.)

Review Module 2 on Bb

Review **Web Anatomy** and **Get Body Smart** on Blackboard under the tab “External Links”

Required Reading: Hamilton, Weimar, & Luttgens : chaps. 2, 3, & 4

Review: Module PPT Presentations and Muscle Action Summary folder

Assignment 2: Identify, Describe, and Evaluate Various Components of the Muscular, Skeletal, and Nervous System.

Complete assignment in module 2 assignment folder and submit.

Submit your assignment before the module due date Mar. 17. Please include the questions, along with your answer for each question.

Module 3: Therapeutic and Rehabilitative Exercise (10 pts. assignment + 10 pts. exam = 20 pts.)

Review Module 3 on Bb

Review Posture and Core Training Videos

Required Reading: Hamilton, Weimar, & Luttgens : chaps. 5, 7, 8, 9

Review: Module PPT Presentations

Assignment 3: Evaluate, Assess Your Client or Patient’s Posture and Construct an Exercise Prescription to Specifically Meet Their Needs.

Note: See example assignments on Bb.

Complete a full-body comprehensive static posture analysis and evaluation (upper extremity, lumbo-pelvic-hip, lower extremity) of a classmate, client, friend or family member utilizing items in the “Posture Assessment” folder on Bb.

Based on your postural analysis design a resistance and flexibility training program to correct their posture issues you discovered utilizing the items in module 3. Discuss why you chose the particular resistance and flexibility exercises you did. **If no posture issues were discovered for a particular posture distortion (i.e., upper extremity, lumbo-pelvic-hip, or lower extremity), note that the individual did not have this particular posture distortion, however still include the resistance training and flexibility exercises that you would do if they did.** Please include the Frequency, Intensity, Time, Type (F.I.T.T. principle) for both your resistance training and flexibility training programs. Be specific and detailed.

Upload and submit your completed assignment in a (Microsoft Word Document) via Bb before the **module due date Apr. 14.**

Module 4: Health and Fitness Assessment Protocols (10 pts. + 10 pts. exam = 20 pts.)

Review Module 3 on Bb

Required Reading: Hamilton, Weimar, & Luttgens : chap. 16 & Fahey, Insel, & Roth: chaps. 3, 4, 5, 6, 7.

Use the labs in the “LABS” folder in module 4 or Textbook 8th ed. or above if it has the labs: **(Complete Labs 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1, 6.2)**

Assignment 4: Identify, Describe, and Evaluate and Implement Various Fitness Assessments and Protocols.

Complete assignment in module 4 assignment folder and submit (e.g., fill info. for PAR-Q and each of the labs).

Note: If you are unable to perform any of the above assessments due to a physical limitation please explain and exclude the assessment from the assignment. You will NOT be penalized.

Submit your results in the labs on Bb before the **module due date May 05.**

Module 5: Physical Education and Coaching (10 pts. + 10 pts. exam = 20 pts.)

Review Module 4 on Bb

Module PPT Presentations

References: www.pecentral.org

<http://www.ed.gov/index.jhtml>

(MiraCosta Library) Graham, G., Holt/Hale, S. A., & Parker, M. (2004). Children moving. New York: McGraw-Hill.

(MiraCosta Library) Graham, G., Holt/Hale, S. A., & Parker, M. (2004). Children moving (On the move lesson plans). New York: McGraw-Hill.

Assignment 5: Lesson Plan Development and Implementation

Note: See example assignments on Bb.

Create two physical education lesson plans; one for K-5 and one for 6-8 or 9-12. What age group does your lesson plan target? Include a discussion at the end of each of your lesson plan how you developed and designed the lesson plan. Also describe and discuss the instructional approaches,

practice distribution, contextual interference and exercise adherence/goal setting strategies you chose to implement in your lesson plan and why you chose these strategies.

Make sure that your lesson plan is appropriately structured to meet the particular needs of the age and skill level of your students. You may reference the text by Holt/Hale & Parker in the library and the website www.pecentral.org to help you develop a lesson plan.

Upload and submit your completed assignment in a (Microsoft Word Document) via Bb before the module due date May 24.

Example: Course Calendar to help keep you on schedule

KINE190 Course Calendar

Wk	Date	Lecture
1	01-25	Course Introduction
	01-27	Module 1: Degrees and Careers in Kinesiology and Sports Medicine Introduction to Kinesiology and Sports Medicine Read Chap 1 Hamilton, Weimar, & Luttgents (see syllabus under module 1 for specific assignment)
2	02-01	Module 1: Degrees and Careers in Kinesiology and Sports Medicine Introduction to Kinesiology and Sports Medicine Read Chap 1 Fahey, Insel, & Roth (see syllabus under module 1 for specific assignment)
	02-03	Module 1: Degrees and Careers in Kinesiology and Sports Medicine Introduction to Kinesiology and Sports Medicine Review classmates PowerPoint Presentations on Blackboard in Module 1 folder "Student PPT Presentations" (see syllabus under module 1 for specific assignment)
3	02-08	Module 1: Degrees and Careers in Kinesiology and Sports Medicine Introduction to Kinesiology and Sports Medicine Review classmates PowerPoint Presentations on Blackboard in Module 1 folder "Student PPT Presentations" (see syllabus under module 1 for specific assignment)
	02-10	Module 1: Degrees and Careers in Kinesiology and Sports Medicine Introduction to Kinesiology and Sports Medicine

		Review classmates PowerPoint Presentations on Blackboard in Module 1 folder "Student PPT Presentations" (see syllabus under module 1 for specific assignment)
4	02-15	Module 1: Degrees and Careers in Kinesiology and Sports Medicine Introduction to Kinesiology and Sports Medicine Review classmates PowerPoint Presentations on Blackboard in Module 1 folder "Student PPT Presentations" (see syllabus under module 1 for specific assignment)
	02-17	Module 1: Degrees and Careers in Kinesiology and Sports Medicine Assignment 1 Due: Submit on Blackboard (Bb) Complete Exam 1
5	02-22	Module 2: Muscular, Skeletal, and Nervous System Review PPTs: The Musculoskeletal System: The Musculature Read Chap 3 Hamilton, Weimar, & Luttgents Review Chap 4 Fahey, Insel, & Roth (Muscular System - Anterior/Posterior View) Begin learning the muscles of the body Webanatomy & Bodysmart web sites (see syllabus under module 2 for specific assignment)
	02-24	Module 2: Muscular, Skeletal, and Nervous System Review PPTs: The Musculoskeletal System: The Musculature Read Chap 3 Hamilton, Weimar, & Luttgents Review Chap 4 Fahey, Insel, & Roth (Muscular System - Anterior/Posterior View) Begin learning the muscles of the body Webanatomy & Bodysmart web sites (see syllabus under module 2 for specific assignment)
6	03-01	Module 2: Muscular, Skeletal, and Nervous System Review PPTs: The Musculoskeletal System: The Musculature Read Chap 3 Hamilton, Weimar, & Luttgents Review Chap 4 Fahey, Insel, & Roth (Muscular System - Anterior/Posterior View) Begin learning the muscles of the body Webanatomy & Bodysmart web sites (see syllabus under module 2 for specific assignment)
	03-03	Module 2: Muscular, Skeletal, and Nervous System Review PPTs: Biomechanics Musculoskeletal System: Skeletal Framework and Its Movements Read Chap 2 Hamilton, Weimar, & Luttgents Read Chap 4 Fahey, Insel, & Roth (Muscular System - Anterior/Posterior View) Continue learning the muscles of the body

		<p>Webanatomy & Bodysmart web sites (see syllabus under module 2 for specific assignment)</p>
7	03-08	<p>Module 2: Muscular, Skeletal, and Nervous System Review PPTs: Biomechanics Musculoskeletal System: Skeletal Framework and Its Movements Read Chap 2 Hamilton, Weimar, & Luttgents Review Chap 4 (Muscular System - Anterior/Posterior View) Continue learning the muscles of the body Webanatomy & Bodysmart web sites (see syllabus under module 2 for specific assignment)</p>
	03-10	<p>Module 2: Muscular, Skeletal, and Nervous System Review PPT: The Neuromuscular Basis of Human Motion Read Chap 4 Hamilton, Weimar, & Luttgents Review Chap 4 (Muscular System - Anterior/Posterior View) Continue learning the muscles of the body Webanatomy & Bodysmart web sites (see syllabus under module 2 for specific assignment)</p>
8	03-15	<p>Module 2: Muscular, Skeletal, and Nervous System Review PPT: The Neuromuscular Basis of Human Motion Read Chap 4 Hamilton, Weimar, & Luttgents Review Chap 4 (Muscular System - Anterior/Posterior View) Continue learning the muscles of the body Webanatomy & Bodysmart web sites (see syllabus under module 2 for specific assignment)</p>
	03-17	<p>Module 2: Muscular, Skeletal, and Nervous System Assignment 2 Due: Submit on Blackboard (Bb) Complete Exam 2</p>
9	03-22	<p>SPRING BREAK!!!</p>
	03-24	<p>SPRING BREAK!!!</p>
10	03-29	<p>Module 3: Therapeutic and Rehabilitative Exercise Review PPTs: Posture Analysis The Upper Extremity: The Shoulder The Spinal Column and Thorax Read Chaps 5 & 9 Hamilton, Weimar, & Luttgents Review Upper Body Postural Distortion handout (Posture Assessment)</p>

		<p>folder)</p> <p>Complete as practice an Upper Extremity Posture Analysis, Evaluation, and Program Design for someone. Practice performing Upper Extremity Posture stretches and resistance exercises. (see syllabus under module 2 for specific assignment)</p>
	03-31	<p>Module 3: Therapeutic and Rehabilitative Exercise Review PPTs: Posture Analysis The Upper Extremity: The Shoulder The Spinal Column and Thorax Read Chaps 5 & 9 Hamilton, Weimar, & Luttgents Review Upper Body Postural Distortion handout Complete as practice an Upper Extremity Posture Analysis, Evaluation, and Program Design for someone. Practice performing Upper Extremity Posture stretches and resistance exercises. (see syllabus under module 2 for specific assignment)</p>
11	04-05	<p>Module 3: Therapeutic and Rehabilitative Exercise Review PPTs: Biomechanics The Hip Region Read Chap 7 Hamilton, Weimar, & Luttgents Review Lumb-Pelvic Hip Postural Distortion handout Complete as practice a Lumbo-Pelvic-Hip Posture Analysis, Evaluation, and Program Design for someone. Practice performing Lumbo-Pelvic-Hip Posture stretches and resistance exercises. (see syllabus under module 2 for specific assignment)</p>
	04-07	<p>Module 3: Therapeutic and Rehabilitative Exercise Review PPTs: Biomechanics The Hip Region Read Chap 7 Hamilton, Weimar, & Luttgents Review Lumb-Pelvic Hip Postural Distortion handout Complete as practice a Lumbo-Pelvic-Hip Posture Analysis, Evaluation, and Program Design for someone. Practice performing Lumbo-Pelvic-Hip Posture stretches and resistance exercises. (see syllabus under module 2 for specific assignment)</p>
12	04-12	<p>Module 3: Therapeutic and Rehabilitative Exercise Review PPTs: The Lower Extremity: The Knee, Ankle and Foot Read Chap 8 Hamilton, Weimar, & Luttgents Review Lower Body Postural Distortion handout Complete as practice a Lower Extremity Posture Analysis and Evaluation, and Program Design for someone. Practice performing Lower Extremity Posture stretches and resistance exercises. (see syllabus under module 2 for specific assignment)</p>
	04-14	Assignment 3 Due: Submit on Blackboard (Bb)

		Complete Exam 3
13	04-19	<p>Module 4: Health and Fitness Assessment Protocols Review PPTs: Fitness Assessment Muscular Strength and Muscular Endurance Kinesiology of Fitness and Exercise Read Chaps 2 & 4 Fahey, Insel, & Roth Read Chap 16 Hamilton, Weimar, & Luttgents Complete Lab 4.1 (see syllabus under module 4 for specific assignment)</p>
	04-21	<p>Module 4: Health and Fitness Assessment Protocols Review PPTs: Fitness Assessment Muscular Strength and Muscular Endurance Kinesiology of Fitness and Exercise Read Chaps 2 & 4 Fahey, Insel, & Roth Read Chap 16 Hamilton, Weimar, & Luttgents Complete Lab 4.1 (see syllabus under module 4 for specific assignment)</p>
14	04-26	<p>Module 4: Health and Fitness Assessment Protocols Review PPTs: Components of Fitness & Principles of Fitness Flexibility and Low Back Health Read Chap. 5 Fahey, Insel, & Roth Complete Lab 5.1 (see syllabus under module 4 for specific assignment)</p>
	04-28	<p>Module 4: Health and Fitness Assessment Protocols Review PPTs: Cardio-respiratory Training Read Chap 3 Fahey, Insel, & Roth Complete Labs 3.1 & 3.2 (see syllabus under module 4 for specific assignment) Module 3: Therapeutic and Rehabilitative Exercise</p>
15	05-03	<p>Module 4: Health and Fitness Assessment Protocols Review PPT: Body Composition and Assessment Read Chaps 3 & 6 Fahey, Insel, & Roth Complete Labs 6.1 & 6.2 (see syllabus under module 3 for specific assignment)</p>
	05-05	<p>Assignment 4 Due: Submit on Blackboard (Bb) Complete Exam 4</p>
16	05-10	<p>Module 5: Physical Education and Coaching Review PPT: Sport Psychology - Goal Setting and Exercise Adherence</p>

		(see syllabus under module 5 for specific assignment)
	05-12	Module 5: Physical Education and Coaching Review PPT: Sport Psychology - Goal Setting and Exercise Adherence (see syllabus under module 5 for specific assignment)
17	05-17	Module 5: Physical Education and Coaching Review PPT: Sport Psychology - Goal Setting and Exercise Adherence (see syllabus under module 5 for specific assignment)
	05-19	Module 5: Physical Education and Coaching Review PPT: Sport Psychology - Goal Setting and Exercise Adherence (see syllabus under module 5 for specific assignment)
18	05-24	Final Exams Week! Module 5: Physical Education and Coaching Assignment 5 Due: Submit on Blackboard (Bb) Complete <u>Exam 5</u>

Assignment Grading Rubric

Module Assignments	Excellent (9-10 points)	Acceptable (8 points)	Needs Improvement (7 or less points)
	<p>Learner demonstrates a well-developed focus, thorough points of development, and a logical pattern of organization of ideas and concepts. The original posting covers the topic thoroughly, demonstrates substantial reflection and/or self-assessment, exhibits a broad integration of readings, and reveals conceptual knowledge and skills.</p> <p>Learner demonstrates exemplary accomplishment of task. ---Consistently appropriate and precise language for the assignment. --Consistently clear divisions between the writer's voice and the sources used to support claims. --Consistent and clear use of standard American English in grammar and punctuation.</p>	<p>Learner demonstrates noticeable focus, adequate points of development, and a noticeable pattern of organization of discussion ideas and concepts. Learner's original discussion posting partially covers the topic, demonstrates some reflection and/or self-assessment, exhibits a sporadic integration of readings, and reveals incomplete conceptual knowledge and skills.</p> <p>Learner demonstrates adequate accomplishment of task. --Somewhat precise language. --Irregular divisions between the writer's voice and the sources used to support claims. --Lapses in use of standard American English in grammar and punctuation.</p>	<p>Learner demonstrates no clear focus, no clear development, and no clear organizational pattern of discussion ideas and concepts. Learner fails to post or original posting demonstrates no reflection or self-assessment, did not exhibit integration of reading, is deficient in conceptual knowledge and/or skills.</p> <p>Learner demonstrates incomplete attempt to address the task. --Frequent lapses in concrete language. --Consistent irregularity in divisions between the writer's voice and the sources used to support claims. --Consistent lapses in use of standard American English in grammar and punctuation.</p>

