

**Sul Ross State University**  
**PE 3307 – Kinesiology**  
**2017 Spring Semester**

**Instructor:** CJ Richardson, MEd., MA, CSCS, USAW-1  
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**Location:** MAB 205  
**Meeting Time:** Monday/Wednesday/Friday 9:00-9:50  
**Office Location:** Graves-Pearce – 102C  
**Office Hours:** TBA

**Course Description:**

This course is an introduction to kinesiology as a field of study. It provides an overview of the field of kinesiology and the professions which depend on kinesiological knowledge. This course will also cover information related to the anatomical, mechanical, physiological, neural, and psychological studies of human movement, physical activity, and athletic performance.

**Teaching Approach:**

This will be a lecture-based course which will also include class discussion, homework assignments, exams, and a group presentation.

**Course Text:**

NO REQUIRED TEXT. MATERIAL WILL BE PRESENTED FROM THE FOLLOWING SOURCES:

Abernethy, B., Kippers, V., Hanrahan, S.J., Pandy, M.G., McManus, A.M., & Mackinnon, L.T. (2013). *Biophysical foundations of human movement (3<sup>rd</sup> ed)*. Champaign, IL: Human Kinetics.

Baechle, T.R. & Earle, R.W. (2008). *Essentials of Strength Training & Conditioning (3<sup>rd</sup> ed)*. Champaign, IL: Human Kinetics.

Williams, J.M. (2010). *Applied Sport Psychology (6<sup>th</sup> ed)*. New York, NY: McGraw Hill.

Thompson, J.L., Manore, M.M., & Vaughan, L.A. (2008). *The Science of Nutrition*. San Francisco, CA: Pearson Education.

**Student Learning Objective:**

- The student understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.
- The teacher understands principles and activities for developing and maintaining flexibility, posture and muscular strength and endurance.

**Student Objectives:** At the end of the course the students will be able to ....

- A. Demonstrate knowledge of the principles and benefits of a physically active lifestyle and ways to provide students with learning opportunities that promote participation in and enjoyment of physical activities.
- B. Demonstrate knowledge of the structures, functions, components and actions of major body systems and how various body systems produce movement, adapt to physical activity and contribute to fitness.
- C. Analyze the physiological effects of moderate and vigorous physical activity during and after exercise and knows the risks associated with inactivity and the health benefits of regular participation in physical activity (e.g., decreased risk of illness, lowered resting heart rate).
- D. Apply knowledge of the basic components of health-related fitness (i.e., cardiovascular endurance, muscular strength and endurance, flexibility and body composition) and their significance in relation to physical activity, health and fitness.
- E. Demonstrate an understanding of basic principles of physical fitness training (e.g., frequency, intensity, type, duration, progressive overload, specificity), and knows principles and benefits of warm-up and cool-down exercise procedures.
- F. Analyze individual variation in levels of health and fitness and knows principles and techniques for designing, implementing and maintaining individualized health and fitness plans (e.g., setting realistic short-term goals, evaluating and selecting activities to achieve goals)

**Standard Alignment:**

Standard II: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

**Classroom Policies:**

Students are to arrive to class on time. Cell phones must not be visible or heard during class, or student could be asked to leave the room. Such a disturbance and dismissal from class will count as an unexcused absence.

**Academic Dishonesty:**

The basic definition of “Academic Dishonesty” is presenting work as your own that you are not entirely responsible for. This includes, but is not limited to, plagiarism, cheating on exams or assignments, and collusion. Academic Dishonesty will result in an F in the course.

**Program Accessibility:**

Qualified students with disabilities needing academic or other accommodations to ensure full participation in the programs, services and activities at Sul Ross State University should contact

Disability Services Coordinator, Ferg 112, Box C-122, Alpine, TX, 79832 (432-837-8203).

**Grade Breakdown:**

Attendance/Participation	250
Exams	300
Group Presentation	150
Assignments/Presentations	300

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**Total** **1000**

Attendance/Participation:

Every day you will have the opportunity to earn 10 Attendance/Participation points. You will receive 5 points for showing up on time and staying for the whole class, and you can earn another 5 points by participating. This point structure will allow you to miss 3 classes before your grade starts to be affected by absences.

Regular absences and/or tardiness may be grounds for being dropped from the course. Excused absences must be documented.

Exams:

There will be 3 exams throughout the semester. Each will be worth 150 points, and I will drop your lowest exam grade at the end of the semester.

Group Presentation:

You will work with a small group to give a presentation to the class. Topics will be chosen later in the semester. This will be worth 150 points.

Assignments:

There will be 4 assignments given at different intervals throughout the semester. They will be worth 75 points each. Late assignments will lose 15 points for each class day that the assignment is not turned in.

**Tentative Weekly Schedule:**

**WEEK 1**

Wednesday, January 20<sup>th</sup> - Class Introduction; Review Syllabus; Student Information

Friday, January 22<sup>nd</sup> - Human Movement Studies as a Profession; History & Applications of Kinesiology

**WEEK 2**

Monday, January 25<sup>th</sup> - Musculoskeletal System; Anthropometry

Tuesday, January 26<sup>th</sup> – Current Issues in Kinesiology

Thursday, January 28<sup>th</sup> – Musculoskeletal Changes Across the Lifespan; Musculoskeletal Adaptations to Training

**WEEK 3**

Monday, February 1<sup>st</sup> – Professions in the Field of Kinesiology

Tuesday, February 2<sup>nd</sup> – **Assignment #1**

Thursday, February 4<sup>th</sup> – Work Day for Mini-Presentations

**WEEK 4**

Monday, February 8<sup>th</sup> – **Mini-Presentations**

Wednesday, February 10<sup>th</sup> – **Mini-Presentations**

Friday, February 12<sup>th</sup> – **Mini-Presentations**; OR Current Issues Topic

## **WEEK 5**

Monday, February 15<sup>th</sup> – Bioenergetics & Movement Efficiency; Biomechanical Adaptations to Training; Injuries

Wednesday, February 17<sup>th</sup> – Exercise Metabolism; Energy Systems; Muscle Fiber Types

Friday, February 19<sup>th</sup> – EXAM #1 Review

## **WEEK 6**

Monday, February 22<sup>nd</sup> – **EXAM #1**

Wednesday, February 24<sup>th</sup> – Post-Exam Review; Nutrition & Exercise

Friday, February 26<sup>th</sup> – Work Day for Mini-Presentations

## **WEEK 7**

Monday, February 29<sup>th</sup> – **Mini-Presentations**

Wednesday, March 2<sup>nd</sup> – **Mini-Presentations**

Friday, March 4<sup>th</sup> – **Mini-Presentations**; OR Current Issues Topic

## **WEEK 8**

Monday, March 7<sup>th</sup> – Body Composition; Ergogenic Aids

Wednesday, March 9<sup>th</sup> – Physiological Adaptations to Training

Friday, March 11<sup>th</sup> – Physiological Adaptations to Training (continued)

## **WEEK 9**

Monday, March 14<sup>th</sup> – *SPRING BREAK*

Wednesday, March 16<sup>th</sup> – *SPRING BREAK*

Friday, March 18<sup>th</sup> – *SPRING BREAK*

## **WEEK 10**

Monday, March 21<sup>st</sup> – Neuromuscular System; Motor Control; Reflexes

Tuesday, March 22<sup>nd</sup> – Motor Control; Motor Development

Thursday, March 24<sup>th</sup> – EXAM #2 Review

## **WEEK 11**

Monday, March 28<sup>th</sup> – **EXAM #2**

Wednesday, March 30<sup>th</sup> – Post-Exam Review

Friday, April 1<sup>st</sup> – Motor Learning

## **WEEK 12**

Monday, April 4<sup>th</sup> – Sport Psychology; Exercise Psychology

Wednesday, April 6<sup>th</sup> – Psychological Adaptations to Training; Children and Adolescents in Sport & Exercise

Friday, April 8<sup>th</sup> – **Sport Psychology In-Class Assignment**

## **WEEK 13**

Monday, April 11<sup>th</sup> – Disease & Physical Activity

Wednesday, April 13<sup>th</sup> – Thermoregulation; Effects of Altitude

Friday, April 15<sup>th</sup> – Current Issues Topic

## **WEEK 14**

Monday, April 18<sup>th</sup> – Group Presentations Work Day

Wednesday, April 20<sup>th</sup> – Group Presentations Work Day

Friday, April 22<sup>nd</sup> – **Group Presentations**

**WEEK 15**

Monday, April 25<sup>th</sup> – **Group Presentations**

Wednesday, April 27<sup>th</sup> – **Group Presentations**

Friday, April 29<sup>th</sup> – **Group Presentations**

**WEEK 16**

Monday, May 2<sup>nd</sup> – Final Exam Review

**FINAL EXAM**

Wednesday, May 11<sup>th</sup> – **8:00 AM**