



SUL ROSS
KINESIOLOGY DEPARTMENT

KINE 5313-W01
Physiology of Human Performance
Fall 2022

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Office Hours: Monday/Wednesday/Friday - 11:00 am – 1:00 pm, Tuesday/Thursday - 1:00 pm – 3:00 pm
Or by appointment (email to set an appointment)
Meeting: On-line via Blackboard
Required Text: Exercise Physiology: Theory and Application to Fitness and Performance 11th Ed.
ISBN: 978126023
Publisher: McGraw-Hill Education

For this course you will be required to purchase McGraw-Hill Education Connect® access the required textbook. Please note that Connect works best on Google Chrome or Firefox. To access, Connect, simply follow the link to the first 'SmartBook Chapter Reading – Week 1'

A print-upgrade option is available via Connect if you find yourself wanting a print companion at some point during the semester. This will be a full color binder-ready version of the text and can be mailed directly to you for an additional \$25.00 (including shipping and handling).

You will also need to access the SRSU Library to locate and download peer-review, scholarly articles. For assistance you may Ask the Library or contact the Graduate Student Center.

PowerPoints, Handouts, and all work distributed and submitted through Blackboard should be kept in a notebook in order to be referred to as necessary, especially when preparing for the final HHP comprehensive exam.

COURSE DESCRIPTION

The purpose of this course is to provide an in-depth study of the human body's physiological response to exercise and physical activity.

EXPECTATION OF STUDENTS

Students are responsible for reading the assigned chapters and/or other posted readings prior to the provided due dates in order to participate in the online learning environment. In other words, the class requires active participation each week as shown in the calendar below.

Marketable Skills – The following marketable skills are met in this course:

- **Content Knowledge** - Students in the HHP program will demonstrate content knowledge in exercise physiology, nutrition, sports law, tests and measurements, research methods, motor learning, group dynamics and health and human behavior necessary for successful performance in their field.
- **Critical Thinking** – students will be asked to critically decipher a multitude of real-world scenarios. Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual can obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Career Readiness** – students will develop the skills necessary to thrive in a management role in their chosen profession. Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; can express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

STUDENT LEARNING OUTCOMES

The learning activities, assignments, and exams in this course are constructed to assess each student's mastery of the following learning outcomes:

- A. Increase understanding of energy metabolism and nutrition.
- B. Explore aerobic and anaerobic principles of work and exercise.
- C. Examine and discuss body composition measurement themes in exercise science.
- D. Examine cardiorespiratory/renal and muscular/neural responses to exercise.
- E. Identify the impact differing environments have on thermoregulation during exercise.
- F. Analyze historical and contemporary concepts of exercise physiology throughout the twentieth century.

GRADING POLICIES

| Outcome Measure | Points Per Item | Number Of Items | Available Points | Percentage of Grade | Grading Scale |
|------------------------------------|-----------------|-----------------|------------------|---------------------|-----------------|
| Connect SmartBook Chapter Readings | 8-9 | 24 | 200 | 20% | 900 or more A |
| Connect Quizzes/Tests | 50 | 4 | 200 | 20% | 800-899 B |
| Discussions | 50 | 4 | 200 | 20% | 700-799 C |
| Assignments | 100 | 4 | 400 | 40% | 600-699 D |
| | | | 1000 | 100% | Less than 599 F |

*Letter Grading as per SRSU policy will be used in this course.

Note: Satisfactory progress in the Sports Administration program means a cumulative GPA of 3.0 in all core classes (e.g., everything leading up to the final practicum course). In most cases, this means a 'B' or better in each class is considered satisfactory progress.

No Late Assignments Will Be Accepted. Also, No Credit Will Be Given For Any Late Assignments

LATE WORK POLICY

All coursework must be submitted by the provided due dates in Blackboard. Late work will be accepted with no penalty in the case of an emergency, but you must contact me as soon as possible and an excused absence must be approved by me. If you have a non-emergency situation and cannot complete an assignment on the due date listed, please contact me as soon as possible. In this case, late work can be accepted with penalties. Late work, if accepted, will be subject to the following deductions: a 5% deduction per day late; up to 30% maximum deduction. However, this is at the discretion of the instructor. Unit reading tests and discussion questions must be completed by the due date for full credit.

COURSE CALENDAR

| <u>Week</u> | <u>Textbook Chapters</u> | <u>Assessments</u> |
|-------------|--|---|
| <u>1</u> | SmartBook Chapters 00-3 | Discussion 1 Assignment 1 |
| <u>2</u> | SmartBook Chapters 4-6 | Quiz 1: Ch. 00-6 |
| <u>3</u> | SmartBook Chapters 7-9 | Discussion 2 Assignment 2 |
| <u>4</u> | SmartBook Chapters 10-12 | Quiz 2: Ch. 7-12 |
| <u>5</u> | SmartBook Chapters 13-15 | Discussion 3 Assignment 3 |
| <u>6</u> | SmartBook Chapters 16-18 Review final project requirements; Ask questions if needed | Quiz 3: Ch. 13-18 |
| <u>7</u> | SmartBook Chapters 19-21 Begin Final Assignment | Discussion 4 Assignment 4 |
| <u>8</u> | SmartBook Chapters 22-24 Final Quiz: Not Comprehensive | Quiz 4: Ch. 19-24 Complete Faculty Evaluation Through BlackBoard |

*****Recommend copy/save all discussions from yourself and others, and all submitted work so you can have this material for your COMP exam at the end of the program.**

ALL COURSE REQUIREMENTS DEADLINE

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of *Wednesday of Week 8 at 11:59pm* to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per the above policy.

INTRODUCTION (SYLLABUS STATEMENT)

You are required to submit a statement that you have read and understood the Course Syllabus. This assignment must be completed before you submit any gradable items.

- Introduction (Syllabus Statement) – After reading the syllabus, you will take a one question survey to confirm that you have read and understood the course syllabus for Leadership in Sport Administration.

SMARTBOOK CHAPTER READINGS (200 total points)

SmartBook is an interactive reading program provided through McGraw-Hill Connect. These modules will guide you through each individual chapter asking questions to assess your knowledge along the way. These assignments will cover information that will be on each of the chapter quizzes, as well as information contained within your labs.

CONNECT QUIZZES/TESTS (200 total points)

There will be four quizzes throughout the semester that will assess your knowledge of the corresponding SmartBook assignments. Each quiz contains a mixture of information from the various chapters assigned. The quizzes will consist of multiple choice and true/false questions.

Computer Problems During Quiz: Any problem that causes your quiz to close, submit with an error, or shutoff/disappear must be immediately reported to me. Otherwise, your actions can constitute academic dishonesty.

Helpful Tips: Since the Chapter Quizzes are an important part of your final grade, here are some helpful tips.

1. Set a schedule
2. Read the entire chapter, do not skim
3. Take notes and/or highlight
4. Review the notes, re-read if necessary
5. Take the quiz.

DISCUSSION (200 total points)

50 points each; 30 points for post / 10 points for each of two 'responses'

There will be a set of discussion prompts associated with assignments in this course.

To create a thread, you click on the hyperlink to the discussion and then click on create new thread. Put a short title and the week number in the subject line (e.g. Maximum voluntary contraction in basketball players-Week 3). Please type your discussion answers directly in the message area, only attach assignments or research articles (if applicable).

'Response' → "Application" Under each discussion post you must read and respond to TWO of your classmate's original discussion post. Each response is worth up to 10 points. Responses are due 48hrs after the original discussion due date.

The response must be at least 100 words and more than "good job", "I like what you said", etc., it must be a substantial response that would be as if you were having a discussion on the topic in class.

Specifically, a substantial response would apply the content discussed in a new way – including but not limited to adding to the discussion with further information you find (cite your source), describing application to sports, health or performance, as well as providing constructive criticism / a different viewpoint. Responses should be professional/academic responses and not chat room or informal language. To respond to another's post, click on their post and then choose reply. Title the subject of your response with your "Last name" and "response to Authors Last Name Week 3 post" (e.g., Morrissey's response to Henderson's Week 3 post).

ASSIGNMENTS (400 total points)

The assignments provide a real-world / practical application of the course content. There will be four assignments throughout the semester that will focus on specific topics covered in the text. Each assignment also has a

corresponding discussion board. The basic format of the discussion is responding to a listed prompt in paragraph structure, citing sources when appropriate, using the APA format.

LEADERSHIP PRESENTATION (150 total points)

You will create a presentation about the leadership book you chose to read for the other students in the class. Presentations will be via Microsoft Teams for the final week of the 8-week semester.

UNIVERSITY POLICIES

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Accidents & Injuries

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related to injury or illness to the instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Academic Integrity Statement

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Drop Policy

Students are responsible to register and withdrawal from courses themselves, either through Banner (LoboOnline) or by contacting the University Registrar by published deadlines. For information regarding enrollment/registration changes please review the website at: <http://www.sulross.edu/page/967/schedule-changes-withdrawals>

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Libraries Info

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you

and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.