



**KINE 3000-W01**  
**Independent Studies**  
**Spring 2026**

**Dr. Billy Jack Ray**  
**Associate Professor - Kinesiology**

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**Office Hours:** M 9-11, 1-2, T 9-12, 1-2, W 10-11, 1-2, R 9-12, 1-2, and F 9-12 **By appointment** (email to set up an appointment)  
**Meeting:** via Blackboard  
**Required Text:** None

## **COURSE DESCRIPTION**

This senior-level independent study provides students the opportunity to conduct an in-depth examination of a focused topic in Kinesiology. Students will critically engage with peer-reviewed and open educational resources (OER), synthesize interdisciplinary perspectives, and produce professional-quality written work suitable for graduate study or industry application.

## **EXPECTATION OF STUDENTS**

Students are responsible for keeping up with the reading and are expected to read the assigned chapters and/or other posted readings prior to class in order to contribute to online discussion. Handouts distributed through Blackboard should be kept in a notebook in order to be referred to as necessary.

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

- **Creativity** – Creativity is fostered through student-selected topics and applied problem-solving. Rather than completing a prescribed project, students design and execute an original inquiry that reflects their professional interests (e.g., performance optimization, injury prevention, health promotion, motor learning applications). This autonomy encourages:
  - Innovative application of theory to practice
  - Flexible thinking across contexts
  - Ownership of the learning process

- **Collaboration** – Although structured as an independent study, collaboration is embedded through faculty-guided mentorship, iterative feedback cycles, and, where appropriate, consultation with external stakeholders (e.g., coaches, clinicians, wellness professionals). Students learn to:
  - Respond constructively to expert feedback
  - Negotiate scope and expectations of a professional project
  - Engage in scholarly dialogue rather than passive content consumption

This mirrors real-world professional collaboration in healthcare, sport, education, and performance settings, where independent responsibility is paired with expert consultation.

- **Communication** – The course is writing-intensive by design, requiring students to communicate complex kinesiology concepts clearly and professionally. Students develop:
  - Discipline-specific academic writing skills
  - APA-formatted scholarly communication
  - Executive-level summaries tailored to non-academic audiences

The final capstone and executive summary emphasize audience-appropriate communication, a transferable skill for graduate school, professional certification, and industry roles.

- **Critical Thinking** – Students engage in sustained critical thinking by:
  - Evaluating and synthesizing peer-reviewed and OER research
  - Comparing theoretical perspectives across kinesiology subdisciplines
  - Identifying limitations, gaps, and practical implications of research

Weekly quizzes reinforce analytical reading, while writing assignments require evidence-based reasoning rather than content recall. This supports higher-order cognitive skills essential for clinical, coaching, and administrative decision-making.

- **Career Readiness** – The course serves as a bridge between undergraduate study and professional practice. By the conclusion of the term, students produce:
  - A polished capstone paper suitable for graduate applications or professional portfolios
  - An executive summary demonstrating professional communication skills
  - Documented experience in independent project management, research synthesis, and applied analysis

These outcomes align directly with expectations for graduate programs, allied health professions, coaching, sport administration, and wellness industries.

## **STUDENT LEARNING OUTCOMES**

1. Critically evaluate scientific literature in kinesiology
2. Apply theoretical frameworks to real-world problems
3. Synthesize research into evidence-based writing
4. Demonstrate APA-formatted scholarly writing
5. Design and communicate an applied kinesiology project

## **Methods of Evaluation:**

Outcome Measure	Points per unit	Available Points	Percentage of Grade
Weekly Quizzes (Weeks 1-6)	6 @ 50	300	30%
Writing Assignments (Weeks 1-6)	2 @ 50, 4 @ 75	400	40%

Capstone Draft (Week 7)	1 @ 100	100	10%
Final Capstone Paper (Week 8)	1 @ 150	150	15%
Executive Summary (Week 8)	1 @ 50	50	5%
Total/Final Grade*		1000	100%

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

## **LATE WORK POLICY**

All coursework must be submitted by the provided due dates in Blackboard or Connect. Late work will be subject to the following deductions: Discussions/Responses/Assignments/ Quizzes/Final Projects carry a 5% deduction per day late; up to 30% maximum deduction. LearnSmart readings must be completed by the due date for credit.

## **TENTATIVE COURSE CALENDAR**

Week	Dates	Weekly Topic	Assessments
1	January 14-18,2026	Foundations of Kinesiology Inquiry	Quiz 1 / Writing Assignment 1
2	January 19-25, 2026	Anatomical & Biomechanical Principles	Quiz 2 / Writing Assignment 2
3	January 26-February 1, 2026	Exercise Physiology & Adaptation	Quiz 3 / Writing Assignment 3
4	February 2-8, 2026	Motor Learning & Skill Acquisition	Quiz 4 / Writing Assignment 4
5	February 9-15, 2026	Health, Wellness, and Behavioral Change	Quiz 5 / Writing Assignment 5
6	February 16-22, 2026	Research Synthesis & Evidence-Based Practice	Quiz 6 / Writing Assignment 6
7	February 23-March 1, 2026	Capstone Draft	Full Draft of Capstone Paper
8	March 2-5, 2026	Final Capstone Submission / Executive Summary	Final Capstone Paper / Executive Summary Due

***\*\*\*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 above policy.

## **COURSE REQUIREMENTS**

### **Week 1 – Foundations of Kinesiology Inquiry**

**Focus:** Disciplinary scope, research literacy, and topic refinement

### **OER Readings**

- OpenStax *Anatomy & Physiology 2e*, Ch. 1 (Introduction to the Human Body)  
<https://openstax.org/details/books/anatomy-and-physiology-2e>

- Noba Project – *Research Methods in Psychology*  
<https://nobaproject.com/modules/research-methods-in-psychology>

### Writing Assignment

- **Research Focus Statement (2–3 pages):**  
Define the independent study topic, rationale, and intended application.
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## Week 2 – Anatomical & Biomechanical Principles

**Focus:** Structure–function relationships and movement analysis

### OER Readings

- OpenStax *Anatomy & Physiology 2e*, Ch. 11 & 12
- Open Textbook Library – *Biomechanics of Human Movement*  
<https://open.umn.edu/opentextbooks/textbooks/biomechanics-of-human-movement>

### Writing Assignment

- **Biomechanical Analysis Paper (3–4 pages):**  
Analyze a movement relevant to the student’s topic.
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## Week 3 – Exercise Physiology & Adaptation

**Focus:** Acute and chronic responses to exercise

### OER Readings

- OpenStax *Anatomy & Physiology 2e*, Ch. 10
- LibreTexts – *Exercise Physiology*  
<https://med.libretexts.org>

### Writing Assignment

- **Physiological Adaptation Review (3–4 pages)**
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## Week 4 – Motor Learning & Skill Acquisition

**Focus:** Learning processes and performance enhancement

### OER Readings

- Open Textbook Library – *Motor Learning and Control*  
<https://open.umn.edu/opentextbooks>

## Writing Assignment

- **Skill Acquisition Case Study (3–4 pages)**
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## Week 5 – Health, Wellness, and Behavioral Change

**Focus:** Lifestyle, behavior, and population health

### OER Readings

- Noba Project – *Health Psychology*  
<https://nobaproject.com>
- OpenStax *Psychology 2e*, Ch. 11

## Writing Assignment

- **Behavior Change Intervention Proposal (3–4 pages)**
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## Week 6 – Research Synthesis & Evidence-Based Practice / Capstone Paper Development

**Focus:** Drafting and revision / Integration and scholarly argumentation

### OER Readings

- Noba Project – *Evidence-Based Practice*
- Open Research Handbook (Open Textbook Library)

## Writing Assignment

- **Annotated Bibliography (10 scholarly sources)**
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## Week 7 – Final Capstone

**Focus:** Polished scholarly communication

### Writing Assignment

- **Full Draft of Capstone Paper (8-10 pages)**  
Includes introduction, literature review, applied or research section, and discussion.
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## Week 8 –& Professional Dissemination

**Focus:** Polished scholarly communication

## Writing Assignment

- **Final Capstone Paper (10-12 pages)**
  - **Executive Summary (2 pages)** suitable for graduate school or employer review
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### **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.

### **Academic Honesty:**

Each student is expected to do his or her own work. Suspected cheating will be given the rightful due process, but will be subjected to an "F" given for the assignment/exam. Plagiarized work will receive an "F" for that assignment. All written work is subject to inspection for plagiarism. The university's academic honesty policy is published in the graduate catalog.

### **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 injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

### **Academic Integrity Statement**

Academic integrity represents the choice to uphold ethical responsibility for one's learning within the academic community, regardless of audience or situation.

### **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.

### **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**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu .