

KINE 3301 001 - Structural Kinesiology

Fall 2025

Instructor: Doug Renshaw, PhD

Lecturer – Kinesiology

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Office Hours: Tuesday 9am–2pm, Thursday 9am–2pm, or by appointment (email to set up)

Meeting: MW 930–10:20, GPC 106

Required Text: Manual of Structural Kinesiology – R. T. Floyd, 22e with Connect access

Course Description

A study of the musculoskeletal system as it relates to movement, physical activity and exercise performance.

Purpose of Course

All exercise scientists, physical education teachers, athletic trainers, personal trainers, clinical therapists, and conditioning specialists need a thorough understanding of the body in order to properly prescribe and train individuals to improve/maintain their level of fitness.

Expectations 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.

Grading Policies / Testing / Assignments / Attendance / Expectations

(grade distribution is subject to change)

Grade calculation (Total = 1400 points):

- Attendance/Participation/quizzes – TBD
- Connect SmartBook Assignments (12) -(900 points)

- midterm Tests (1) -(300 points)
- Final teaching project -(200 points)

The final exam will be replaced with your student teaching grade. The instructions for this will be placed in BB

This class is composed of connect assignments, a midterm and a teaching assignment.

In general, I will teach every class for the first 3 weeks of the semester. Following this, I will teach on Monday, and then each student will supplement what I taught with their own lesson plan, providing the students with teaching experience. I will take attendance on Wednesdays and deduct 5 points from your final “exam grade” for each unexcused absence and pop-quizzes will be administered on Mondays.

Late Assignments WILL NOT Be Accepted. No Credit will be given for late work.

Drop Policy – More than 8 absences could result in being dropped from this class.

Being aware of the drop dates is the students' responsibilities.

Course Schedule (Spring 2026) DUE DATES ARE APPROXIMATE AND MAY CHANGE WITH RESPECT TO ATHLETICS EVENTS, AND COLLECTIVE CLASS PROGRESS (e.g. we may spend more time on a subject if the Instructor deems it necessary.)

Week	Topics / Activities	SmartBook Assignment	Due Date
1	Syllabus/Introduction, Anatomy Terms, Intro to Connect	SmartBook CH 1	March 6
2	Ch. 1 – Foundations of Structural Kinesiology	SmartBook CH 2	March 6
3	Ch. 2 – Neuromuscular Fundamentals	SmartBook CH 3	March 6
4	Ch. 3 – Basic Biomechanical Factors and Concepts Test 1 (Sept 17)		March 6
5	Ch. 4 – The Shoulder Girdle	SmartBook CH 5	March 6
6	Ch. 5 – The Shoulder Joint	SmartBook CH 6	March 6
7	Ch. 6 – The Elbow & Radioulnar Joints	SmartBook CH 7	March 6

8	Ch. 7 – The Wrist & Hand Joints Test 2 (Oct 15)	SmartBook CH 8	April 29
9	Ch. 8 – The Hip Joint & Pelvic Girdle	SmartBook CH 9	April 29
10	Ch. 9 – The Knee Joint	SmartBook CH 10	April 29
11	Ch. 10 – The Ankle & Foot Joints Test 3 (Nov 5)	SmartBook CH 11	April 29
12	Ch. 11 – The Trunk & Spinal Column	SmartBook CH 12	April 29
13	Ch. 12 – Muscular Analysis of Selected Exercises		April 29
14			
15			
16	Final Exam Week (Date/Time TBA)		

Policies and Statements

- Academic Integrity Statement – Academic dishonesty hurts everyone and reduces the value of college degrees. Violations such as plagiarism, submitting the same paper for multiple classes, or cheating on exams will be taken seriously. Refer to the SRSU Student Handbook for full details.
- Academic Civility Statement – Students are expected to interact with professors and peers respectfully. Disruptive behavior may result in removal from class and disciplinary action.
- ADA Statement – Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act. Students needing accommodations must contact Counseling and Accessibility Services.
- AI Policy – Any use of Artificial Intelligence without permission from the instructor will result in an automatic zero. *The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework*

involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

The emergence of generative AI tools (such as ChatGPT and DALL-E) has sparked interest among many students in our discipline. The use of these tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be useful for you as you craft responses to class assignments. While there is no substitute for working directly with your instructor, the potential for generative AI tools to provide automatic feedback, assistive technology and language assistance is clearly developing. Please feel free to reach out to me well in advance of the due date of assignments for which you may be using generative AI tools and I will be happy to discuss what is acceptable.

In this course, students shall give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.). Students shall not use AI tools during in-class examinations, or assignments unless explicitly permitted and instructed. Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter.

It is a violation of university policy to misrepresent work that you submit or exchange with your instructor by characterizing it as your own, such as submitting responses to assignments that do not acknowledge the use of generative AI tools. Please feel free to reach out to me with any questions you may have about the use of generative AI tools before submitting any content that has been substantially informed by these tools.

In this course, we may use generative AI tools (such as ChatGPT) to examine the ways in which these kinds of tools may inform our exploration of the topics of the class. You will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed. Any use of generative AI tools outside of these parameters constitutes plagiarism and will be treated as such.

Understanding how and when to use generative AI tools (such as ChatGPT, DALL-E) is quickly emerging as an important skill for future professions. To that end, you are welcome to use generative AI tools in this class as long as it aligns with the learning outcomes or goals associated with assignments. You are

fully responsible for the information you submit based on a generative AI query (such that it does not violate academic honesty standards, intellectual property laws, or standards of non-public research you are conducting through coursework). Your use of generative AI tools must be properly documented and cited for any work submitted in this course.

To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

- Distance Education Statement – Students enrolled in distance education courses have equal access to academic support services, such as tutoring, library resources, online databases, and technology support.
- Accidents & Injuries – The Kinesiology Department is not responsible for accidents or injuries. Any injury should be reported immediately to the instructor.

Addendum: Personal Behavior & Responsibility in Dr. Renshaw's Class

Expectations for Conduct

- Do your own work. Academic honesty matters.
- Turn work in on time. I absolutely, positively, never accept late work.

- Communicate with me. If you're struggling, busy, or need help, let me know.

Classroom Behavior

- No headphones, no hoods, no phones. Stay present in class.
- Don't take pictures without asking. Respect class content and privacy.
- Come to class. Ask questions. Don't be shy. Your learning depends on it.
- Be respectful to classmates. Someone, somewhere is paying for you to be here—treat the class, yourself, and others with respect.
- Recognize that you own your education. Take responsibility for your actions and effort.

Professional Interaction

- Coaches and colleagues: I do talk to them about students. Don't lie to me—it will come back around.
- Come by my office. Make sure I know your name. (I'm not great with names, but if I learn yours, it usually means we've been working through something together.)
- Addressing me: In class, I don't care if you call me Doc, Doug, Dr. Renshaw, or even something less polite—as long as it's in good humor.
- Around other faculty or university staff: Please stick to “Doc” or “Dr. Renshaw.”

Email & Blackboard Communication

- Check your email daily. I communicate often via Blackboard announcements.
- Make sure Blackboard is linked to your email. If I need to cancel class suddenly, I will post it there. I'll do my best to post in time so you don't waste a trip to campus.
- Subject line: Only include your full name and the class you are emailing about (e.g., “Jane Smith – KIN 3305”).
- Compose emails professionally: use good grammar, run a spell check, and keep it short and to the point.
- Examples of acceptable emails:
 - Athletics: “I will be away this Thursday for basketball. Thanks.”
 - Family matters: “I will miss class due to a family issue.”
- What NOT to do: Don't overshare unnecessary details. Example of what I do not need:

- > “My cat named Jeffrey has hemorrhoids and my ex-sister-in-law overdosed on bath salts, so I need to go take care of my Tío in El Paso while Jeffrey recovers...”

Grades

- Stay on top of your own grades in Blackboard.
- If you see an error, let me know right away—I’ll fix it ASAP.

Attendance Policy

- I expect you in class. Attendance matters for your success.
- If you are more than 5 minutes late, do not come in.
- If the door is shut, you cannot come in. Class has started.
- I do not take roll. Instead, I give 10 random quizzes throughout the semester.
- Quizzes cannot be made up unless you have an approved, documented excuse.

Approved Reasons to Miss Class

- Athletics (official university event, must be documented).
- Illness with a doctor’s note.
- Documented car problems or accidents.
- Family emergency with documentation.
- Not approved: oversleeping, not feeling like coming to class, or other personal choices. You’re an adult—you can make that choice, but you accept the consequences. Just be honest with me.

Final Note

- I do have a doctorate, and I expect the same level of respect you would give any other professor.
- If you show up, work hard, check your email, and communicate, we’ll get along just fine.