



**KINE 1301**  
**Intro to Physical Fitness & Sports Fall**  
**2026**

**Ms. Mary Powers**  
**Instructor in Kinesiology**

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**Office Hours:** Tuesday/Wednesday 12-4pm, Thursday 12-2p, or by appointment  
(email to set an appointment)  
**Meeting:** MW – in-person class,  
9:30-10:45 am; GPC room 108  
**Required Text:** Inclusive Access: Foundations of Physical Education, Exercise Science,  
and Sport 21<sup>st</sup> Edition  
**Author:** Jennifer Walton-Fisette  
**Publisher:** McGraw-Hill Education

This class requires Connect textbook access –

You do not need to purchase the book or Connect; this class is a part of Inclusive Access. Inclusive Access is a course material affordability program, designed by institutions and guided by the Department of Education to deliver digital learning resources to students, at a significantly reduced cost. The materials will be automatically provided to you digitally on or before the first day of class. All students should be sent instructions on how to access the material the day before the first day of class via email. The link is <https://accounts.mheducation.com/olc/product/connect/login?app=connect.mheducation.com>.

If you have any issues, you can connect with the [Learner Experience](#) team and submit emails or call the Sul Ross helpline at: **800-758-0592**. [Video: Student Registration for Blackboard with Inclusive Access](#)

### **Course Description**

An introductory course in the field of Kinesiology, this course will provide students with an exciting opportunity to consider a career in the human movement field such as physical education teacher, exercise specialist, personal trainer, or sport administrator. Students will take part in an educational journey to learn about physical activity, physical education, and sport. This course

will provide students with the most up-to-date information while recognizing that the dynamic field of kinesiology and its disciplines are ever-changing in this fast-paced, technology-driven society in which we live.

Students will be challenged from the beginning of their careers to commit to ongoing professional development and growth in their discipline. The course will encourage students to be advocates for physical activity and quality physical education, to value diversity and appreciate its many forms, and to work toward making opportunities to participate in physical activity available to all people throughout their lifespans. The goal for the class, as young leaders, is to work collaboratively with other dedicated professionals to address the issues facing us, the challenges ahead, and the realization of physical education, exercise sciences, and sport's potential to positively contribute to the lives of all people.

### **Course Objectives**

1. Provides students with an orientation to the field of Kinesiology along with the field's disciplines.
2. Focuses on exploring your social identity and systems of meaning and the meaning and scope of contemporary physical education, exercise science, and sport. Emphasis is placed on understanding the scope of the disciplines and committing to professional development.
3. Students are introduced to the philosophy, goals, and objectives of physical education, exercise science, and sport.
4. Discusses the health and physical activity levels in our society, particularly in relation to the changing demographics, wellness movement, and fitness and physical activity movement.
5. The historical foundations of the field and an overview of some of the disciplines are presented.
6. The historical foundations are covered, including our heritage from other countries and the significant influences on the growth of the field in the United States
7. An overview of motor behavior is provided.
8. An overview of biomechanics is provided.
9. An overview of exercise physiology is provided.
10. An overview of sport sociology is provided and information on sport & physical activity psychology.
11. Focuses on physical education pedagogy and provides information on curriculum, pedagogy, and assessment.
12. Focuses on professional development, including professional responsibilities, ethics, and certification and information on occupational socialization and self-care.
13. Employment opportunities for professionals interested in fitness and health-related careers are discussed.
14. Careers in sport management, sport communication, performance, and other sport-related careers are described.
15. Explores how professionals can be leaders and advocates and look ahead to the future. Addresses two key professional responsibilities: leadership and advocacy. Also discusses current and future trends.

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

- **Collaboration** – students will interact with one another through a multitude of class discussions.
- **Communication** – Students will orally present research to the class.

- **Creativity** – students will be tasked with creating presentations.
- **Critical Thinking** – students will be introduced to the idea of needing to critically decipher a multitude of real-world scenarios.
- **Career Readiness** – students will be introduced to skills necessary to thrive in their chosen profession.

### **Grading Policies**

| <b>Outcome Measure</b>             | <b>Points Per Item</b> | <b>Number of Items</b> | <b>Available Points</b> |
|------------------------------------|------------------------|------------------------|-------------------------|
| Connect SmartBook Chapter Readings | 20                     | 15                     | 300                     |
| Assignments/Activities             | 50                     | 15                     | 750                     |
| Resume & Cover Letter              | 100                    | 1                      | 100                     |
| Attendance                         |                        |                        | 100                     |
| Final Project                      | 100                    | 1                      | 100                     |
|                                    |                        |                        | <b>1350</b>             |

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

**Be sure to complete all assignments by the due date.  
Depending on the assignment, late assignments  
may not be accepted or may be accepted but will  
have points deducted!**

### **COURSE REQUIREMENTS**

**SmartBook via Connect Chapter Readings (20 points each, 300 points total).**

15 Chapters; Smartbook Chapter Readings must be done by the due date. LATE WORK WILL NOT BE ACCEPTED. All due dates for chapter readings are listed with the assignments. Highly encourage you to work ahead of the due dates.

Smartbook Chapter Readings are an adaptive learning and reading tool. SmartBook highlights key topics for students to focus on, and provides links to additional material such as videos and slideshows, to help deepen student's understanding of the learning objectives. SmartBook prompts students with questions based on the material they are studying. By assessing individual answers, SmartBook learns what each student knows and identifies which topics they need to practice. This adaptive technology gives each student a personalized learning experience and path to success.

**Attendance (100 points total, ½ points deducted for coming to class late).**

Get points for coming to class each day; ½ points deduction for coming late. If tardy, must talk to the professor after class to get ½ points. Don't assume the professor will automatically change your grade after the class. If come to class late and don't talk to the professor after class, points may not be awarded for being late and will stay a 0. If a class is missed without a verified, documented reason, the student will not receive the participation points for that class, and attending class does not in and of itself guarantee that a student will earn the points. In-class assignments missed due to class absence may not be made up unless the student has a verified reason in writing (medical, family funerals, a car breaks down on the way to class, military service, excused athletic travel & competition listed in their competitive schedule for SRSU student-athletes, etc., with written documentation) for missing class, and contacts the instructor via email, on the day missed or before making arrangements to complete the assignment or to turn in missed work prior to the next class.

**Assignments/Activities (750 points total)**

Class assignments will be assigned and posted in Blackboard. Certain class assignments/activities will need to be done or finished outside of class time. Class assignments/activities can be turned in to the professor by the next class day, attached, or scanned and turned into Blackboard. If absent for any given reason, it is up to the students to complete assignments/activities found in Blackboard to receive the points.

**Project/Presentation/SRSU Event (100 points total; 50 points each)**

Introduce Yourself Discussion and Resume & Cover Letter.

**ALL COURSE REQUIREMENTS DEADLINE**

Due to the time required for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline. There will be no exceptions to this policy.

## **LATE WORK POLICY**

All coursework must be submitted by the provided due dates in Blackboard and in the syllabus. McGraw Hill readings must be completed by the due date for credit – **NO LATE WORK WILL BE ACCEPTED FOR CHAPTER READINGS.** All other work: **assignments, projects, and tests carry a 30% deduction for 1-7 days late.** For consideration to turn in work passed 1 week late, must be approved by the professor for grading consideration. If approved by the professor, assignments turned in over 1 week late will carry a minimum 50% deduction.

## **LEARNER SUPPORT BLACKBOARD**

Our 24/7 Blackboard online support desk and toll-free hotline is made available to SRSU faculty and students to begin using immediately for any Blackboard technical support issues. SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info: Toll-Free: 888.837.6055  
Email: [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)

## **MCGRAW HILL CONNECT**

If you have any technical issues or questions, please contact McGraw-Hill's Customer Experience Group at 1-800- 331-5094. How to use Connect - [Student Registration for Blackboard with Inclusive Access Deep Integration \(mhhe.com\)](#)

## **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.

### **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](http://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](mailto: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](mailto: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.

## **AI POLICY**

**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.**

**Regarding Artificial Intelligence:**

The Sul Ross State University Kinesiology Department is committed to upholding the highest standards of academic integrity and excellence. As artificial intelligence (AI) tools become increasingly accessible, we recognize their potential as valuable resources for learning and innovation. However, it is imperative that students use AI tools ethically and responsibly.

The improper use of AI in assignments, including but not limited to, generating content without proper attribution, submitting AI-generated work as one's own, or using AI tools to circumvent the learning process, constitutes academic dishonesty. Such actions undermine the educational goals of our programs and violate the University's Code of Conduct.

Students found to be improperly using AI for assignments may face severe consequences, including but not limited to receiving a failing grade for the assignment or course. Additionally, such violations will be referred to the Dean of Students Office for further disciplinary action, which may include probation, suspension, or expulsion from the University.

We encourage students to seek guidance from their instructors if they have any questions about the appropriate use of AI in their coursework. Our department is committed to fostering an environment of integrity, where students can achieve their academic and professional goals through honest and meaningful engagement with their studies.