



Physiology & Human Performance

KINE 5313-1W1 | Fall 2026

Online Asynchronous | Self-Paced | First 8-Week Session (1W1)

Instructor	Doug W. Renshaw, Ph.D.
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Office Phone	432-837-8661
Office Hours	Mon 9:00-11:00 a.m. & 12:30-1:30 p.m.; Tue 11:00 a.m.-1:00 p.m.; Wed 9:00-11:00 a.m. & 12:30-1:30 p.m.; Thu 11:00 a.m.-1:00 p.m.; or by appointment M-F when not teaching (in person or via Teams).

First 8-week term: August 24-October 16, 2026. This is an online, asynchronous, self-paced course. All Connect assignments are due October 16, 2026; the final paper is due October 17, 2026.

Course Description

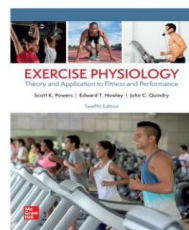
KINE 5313 Physiology & Human Performance. Physiological responses and adaptations of the human body during various levels and intensities of physical activity and exercise, with graduate-level emphasis on interpretation, application, and human performance.

Purpose of the Course

The purpose of this graduate course is to provide an in-depth study of exercise physiology and human performance. The course uses the same core physiological content as KINE 3305, with greater emphasis on independent learning, research interpretation, synthesis of evidence, and application to exercise prescription and performance.

Required Textbook & Course Access

Inclusive Access: Exercise Physiology: Theory and Application to Fitness and Performance, 12th Edition, Scott Powers.



This course requires McGraw Hill Connect through Inclusive Access. It is fully online and self-paced. Confirm your Connect access at the start of the term. All assigned Connect work is due October 16, 2026; contact the instructor promptly if access is unavailable.

Student Learning Outcomes

By the end of the course, the student will be able to:

- Identify the acute and chronic physiological changes that occur during exercise.
- Recognize means of maintaining the body in optimum physiological status for exercise.
- Describe the physiological adaptations that occur following exercise training.
- Explain the benefits of a consistent exercise program and the health risks associated with inactivity.
- Discuss how the various systems of the human body interrelate in response to exercise.
- Interpret the control steps and mechanisms of metabolism.

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.
- The teacher 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 cardiovascular endurance.
- The teacher understands principles and activities for developing and maintaining flexibility, posture, muscular strength, and endurance.
- The teacher understands health and wellness concepts, including those related to nutrition, weight control, and stress management, and analyzes ways in which personal behaviors influence health and wellness.

Program Learning Outcomes

1. The Kinesiology and Sport Science students will understand principles of motor learning; practice for developing motor skills; apply biomechanical principles; apply knowledge of individual and team sports; and understand principles of dance, personal performance activities, recreational activities, and outdoor pursuits (Movement Skills and Knowledge Domain).
2. The Kinesiology and Sport Science students will understand major body systems, principles of physical fitness, benefits of a healthy lifestyle, cardiovascular endurance, flexibility, muscular strength and endurance, and health and wellness concepts (Health-Related Physical Fitness Domain).
3. The Kinesiology and Sport Science students will know how to use effective instruction and assessment to prepare physically educated individuals; understand factors relevant to learning and performance; understand the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

Marketable Skills

- **Collaboration** - Students will interact with one another through class discussions and activities.
- **Critical Thinking** - Exercise sound reasoning to analyze issues, make decisions, and overcome problems; obtain, interpret, and use knowledge, facts, and data.
- **Career Readiness** - Students will develop skills necessary to thrive in their chosen profession.

Grading & Assessment

Final grades are determined by a 1,000-point system. Connect work accounts for 600 points (60%) and the final paper accounts for 400 points (40%).

Category	Description	Points / Weight
McGraw Hill Connect Assignments	Assigned chapter work in Connect. All Connect assignments are due October 16, 2026.	600 pts / 60%
Final Paper - Exercise as Medicine	5-page graduate paper using a minimum of 10 peer-reviewed references. Due October 17, 2026.	400 pts / 40%

**Letter grading will follow SRSU policy.*

McGraw Hill Connect Assignments

Connect contains the required chapter learning activities for this course. The course is self-paced, so you may work ahead. All assigned Connect activities must be completed by October 16, 2026. There are no routine weekly due dates unless announced otherwise; however, waiting until the final days of the session is a poor strategy. Monitor your scores as you progress and resolve access or grade-sync issues early.

Final Paper - Exercise as Medicine

The culminating assessment is a 5-page graduate-level paper on the general theme "Exercise as Medicine." The scope is intentionally broad: you will choose the disease, syndrome, symptom, or clinical population you want to examine and use peer-reviewed evidence to evaluate when, how, and to what extent exercise functions as medicine. The final paper is worth 400 points and is due October 17, 2026. Detailed requirements and the grading rubric appear later in this syllabus.

Fall 2026 First 8-Week Key Dates

Date	Course / University Milestone
August 24, 2026	First day of the Fall 2026 first 8-week session (1W1). Course opens; begin Connect work immediately.
August 27, 2026	Last day for late registration / schedule changes.
August 31, 2026	Last day to drop a first 8-week course without an academic record.
September 7, 2026	Labor Day - university holiday.
October 2, 2026	Last day to drop / withdraw from the first 8-week course with a W.
October 16, 2026	End of the first 8-week session / final day for all Connect assignments.
October 17, 2026	Final "Exercise as Medicine" paper due by the deadline posted in Blackboard.
October 19, 2026	First 8-week grades due to the University.

Self-Paced Course Expectations

This is an asynchronous, self-paced graduate course. There are no scheduled class meetings. Self-paced does not mean unattended: you are responsible for maintaining steady progress throughout the eight-week session.

Stay on top of your grades. Check Blackboard and Connect regularly to make sure assignments are recording correctly and that your running grade reflects the work you have completed. Report discrepancies early, not after the course closes.

Pay close attention to Blackboard announcements and your SRSU email. Announcements are the primary way I will communicate changes, clarifications, reminders, or course-specific instructions.

You may work ahead. All Connect assignments are due October 16, 2026. The final paper is due October 17, 2026. These are firm end-of-course deadlines unless the instructor approves an exception for a documented extenuating circumstance.

Artificial Intelligence (AI) Policy

AI may be used as a research support tool in this course, but it may not be used to write the final paper. Your submitted prose must be your own work.

The University does not recommend or endorse any specific AI tools or resources. Students should never upload personal, confidential, or identifiable information - including names, ID numbers, health data, or confidential assignment information - into generative AI systems. Students are responsible for understanding the privacy practices of any tool they choose to use.

Permitted uses

- Research synthesis, identifying search terms, locating possible scholarly sources, organizing research notes, and clarifying difficult concepts.
- APA formatting assistance, citation mechanics, reference formatting, and checking organization before you write.
- Using AI to help identify gaps in your research, provided you verify all claims and references against the original peer-reviewed sources.

Final Paper AI Restriction

AI may NOT generate, rewrite, paraphrase, or polish sentences or paragraphs that are submitted in the final paper. Unauthorized AI-generated writing may result in a zero for the paper and may be referred through applicable SRSU academic-integrity procedures. Students should retain drafts, notes, article PDFs, and other evidence of their writing process.

Prohibited uses

- Using AI to generate any submitted prose for the final paper, including introductions, transitions, body paragraphs, conclusions, or paraphrased source material.
- Submitting AI-generated or AI-rewritten text as though it were your own writing.
- Using AI to fabricate, alter, or invent references, quotations, data, effect sizes, or research findings.

Students remain fully responsible for the accuracy of research summaries, citations, references, and factual claims. AI output is not a scholarly source. Verify information in the original peer-reviewed literature.

Dr. Renshaw's Course Policies

Communication is key.

I expect you to engage consistently with Blackboard and Connect, monitor your grades, read announcements, and complete all work by the stated end-of-course deadlines. This is a self-paced course, but communication remains essential. If a legitimate problem affects your ability to complete the course, contact me as early as possible.

Email

- Use your SRSU email account.
- Put your name and KINE 5313 in the subject line.
- Use professional language and complete sentences.
- Before emailing a routine course question, check Blackboard announcements, your SRSU email, and this syllabus.

Online Participation & Progress

There is no attendance grade and no scheduled meeting time. Participation is demonstrated by consistent progress in Connect, regular review of Blackboard announcements, and timely completion of course requirements. Students who disappear from the course for weeks and then attempt to complete everything at the end assume the risk of technical problems, misunderstood instructions, and poor performance.

Late Work

Late work is not accepted unless an exception is approved by the instructor because of a documented extenuating circumstance. Work not submitted by the posted deadline will receive a zero. Course deadlines are posted well in advance; plan accordingly.

Technology & Connect Access

You are responsible for maintaining reliable access to Blackboard and McGraw Hill Connect. Resolve login, browser, synchronization, and access-code problems early. Take screenshots and contact technical support when appropriate if a system problem occurs. Waiting until October 16 to report a problem does not create an automatic extension.

Academic Integrity

Cheating, plagiarism, unauthorized collaboration, and misrepresentation of work are not tolerated. Suspected violations will be handled through applicable SRSU academic-integrity procedures and may result in a zero on the affected work and additional university consequences.

Grades

Course grades should be monitored throughout the session in Blackboard and Connect. Students are expected to verify that completed work is recording correctly. The course is worth 1,000 total points: 600 Connect points and 400 final-paper points. Report apparent discrepancies promptly.

Professional Communication & Grammar

Use complete sentences, correct punctuation, and professional communication in course work and correspondence. Writing quality is part of professional preparation and may affect assignment scores when communication standards are part of the task.

Classroom Respect

This course may include debatable topics. Students are encouraged to share experiences and opinions, but disagreement must remain respectful. Harassment, intimidation, belittling, or personal attacks are not acceptable and may result in removal from the class session and referral under university policy.

Student Support & Well-Being

Mental and physical health both matter. Sul Ross provides counseling and accessibility resources for students. If outside circumstances are affecting your ability to succeed in this course, communicate with me early so that appropriate university resources and academic options can be considered.



See the current SRSU Counseling and Accessibility Services and TimelyCare information for available support services.

University Policies & Resources

Accessibility / ADA

Sul Ross State University is committed to equal access and to providing reasonable accommodations for students with documented disabilities. It is the student's responsibility to initiate accommodation requests each semester. Refer to the current SRSU Accessibility Services information for contact details and procedures.

Distance Education Statement

Students enrolled in distance education courses have access to university academic support services, including library resources, online databases, and instructional technology support. Students should use Sul Ross email accounts and Blackboard for official course communication and submissions, and are expected to follow university standards for academic honesty and student conduct.

Libraries

The Bryan Wildenthal Memorial Library provides resources and services to the SRSU community, including books, articles, databases, research support, InterLibrary Loan, and related services. Off-campus access requires SRSU credentials. Current library contact information and service details are available through the SRSU Library website.

Academic Integrity

Students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Submit your own work; cite sources appropriately; do not reuse another person's work as your own; do not collaborate when collaboration is prohibited; and do not use AI or other automated assistance unless the assignment or course policy expressly permits it. Violations may result in assignment, course, and/or university consequences.

Classroom Climate of Respect

This class supports free expression, critical investigation, and open discussion of ideas. Everyone shares responsibility for maintaining an atmosphere of civility and respect. We may probe, oppose, and disagree with ideas without intimidation, harassment, discrimination, or personal attack.

Supportive Statement

My goal is to create a learning environment that supports students with varied perspectives and experiences. Unexpected life events, health concerns, and economic or personal circumstances can affect academic performance. If outside circumstances are interfering with your ability to meet course expectations, communicate with me as early as possible. I want to help you identify a realistic path forward while maintaining the learning objectives of the course.

Course Success Checklist

- Log in to Blackboard and Connect regularly and maintain steady progress throughout the eight-week session.
- Read assigned material before completing the corresponding Connect activities.
- Check Blackboard announcements and SRSU email regularly.
- Complete all Connect assignments by October 16 and submit the final paper by October 17; do not rely on last-minute work.
- Use AI only for permitted research support and formatting. Do not use AI to write the final paper.
- Ask for clarification early when course content or expectations are unclear.

Quick Reference

Course Essentials	Important Dates
Course: KINE 5313-1W1	Course begins: Aug. 24
Format: Online asynchronous / self-paced	Drop without record: Aug. 31
Session: Aug. 24-Oct. 16	Drop/withdraw with W: Oct. 2
Connect: 600 pts / 60%	All Connect work due: Oct. 16
Final Paper: 400 pts / 40%	Final paper due: Oct. 17
Email: doug.renshaw@sulross.edu	Grades due: Oct. 19

Keep this syllabus available throughout the semester. Blackboard announcements and assignment instructions may provide additional details for specific activities, but the policies and expectations stated here remain the default course framework.

Final Paper Assignment: Exercise as Medicine

Value: 400 points (40% of the course grade) | **Due:** October 17, 2026

Purpose: Write a five-page graduate-level paper that evaluates exercise as a therapeutic intervention. The central question is: When, how, and to what extent can exercise function as medicine? Your paper should use peer-reviewed evidence to evaluate one or more diseases, syndromes, or clinically relevant symptoms.

Scope: The scope is your choice. You may focus deeply on one condition or compare several related conditions, provided the paper remains coherent and evidence-based. Examples include hypertension, type 2 diabetes, obesity, metabolic syndrome, depression, anxiety, osteoarthritis, chronic low-back pain, cardiovascular disease, sarcopenia, cancer-related fatigue, sleep disturbance, and other appropriate clinical conditions.

Required Evidence: Use a minimum of 10 peer-reviewed scholarly references. Primary research, randomized controlled trials, systematic reviews, and meta-analyses are strongly preferred. Websites, blogs, commercial health pages, and general-information sources do not count toward the 10-source minimum.

Required Analysis: Do more than state that exercise helps. Explain physiological mechanisms, address aerobic and anaerobic/resistance exercise where relevant, discuss exercise dosing and prescription, compare exercise with standard pharmacological treatment, and quantify differences with clinical outcomes, effect sizes, symptom scores, risk reductions, or comparable evidence whenever the literature allows.

Scientific Caution: Do not begin with the assumption that exercise is always better than medication. Determine what the evidence actually supports. Depending on the condition and outcome, exercise may be superior, comparable, complementary, or insufficient as a stand-alone treatment.

Format: Five full pages of body text, APA 7th edition, minimum 10 peer-reviewed references, in-text citations throughout, and a complete reference list. The title page and reference pages do not count toward the five-page body requirement.

AI Rule: AI may be used to help locate research, synthesize findings for your notes, identify search terms, organize research, or check APA formatting. AI may NOT be used to write, rewrite, paraphrase, or polish any submitted prose. Unauthorized AI-generated writing may receive a zero and may be addressed under SRSU academic-integrity procedures.

Detailed Grading Rubric

Criterion	Pts	Excellent	Proficient	Developing	Unacceptable
Scientific thesis, focus, and organization	40	Clear, defensible thesis; focused scope; logical organization; consistently answers the exercise-as-medicine question.	Thesis is present but broad or uneven; organization is generally clear.	Weak/descriptive thesis; substantial drift or fact-listing.	No coherent thesis or focus.
Quality and use of peer-reviewed evidence	70	Uses at least 10 strong peer-reviewed sources; prioritizes high-quality evidence; critically evaluates rather than merely summarizes.	Meets source minimum; generally appropriate evidence with some limited depth.	Barely meets source minimum or relies on weaker evidence; mostly summary.	Fails source minimum or uses largely non-scholarly/unverifiable evidence.
Physiological	55	Accurately explains	Mostly accurate but	Limited mechanism;	Major physiological

mechanisms and exercise-response analysis		relevant mechanisms and connects acute/chronic adaptations to clinical outcomes.	incomplete or weakly connected to outcomes.	relies on general benefit statements.	errors or little meaningful physiology.
Aerobic and anaerobic/resistance exercise analysis	45	Thoughtfully evaluates both modes where relevant, including benefits, limitations, and adaptations.	Addresses both, but one is underdeveloped.	Mentions both with limited analysis or omits one without justification.	Little or no meaningful analysis of exercise modality.
Exercise dose and prescription	50	Evidence-based dose using frequency, intensity, time, type, volume, and progression; discusses dose-response.	Usable prescription but lacks detail/evidence in one or more dosing variables.	General recommendations with limited specificity.	No meaningful exercise prescription or dosing analysis.
Exercise versus medication comparison	55	Direct comparison using quantitative outcomes when available; distinguishes superiority, equivalence, adjunctive value, and uncertainty.	Supported comparison but limited quantitative depth or nuance.	Mostly qualitative or overstates conclusions.	Unsupported claims or medication comparison absent.
Clinical examples, limitations, and application	30	Multiple relevant examples; addresses adherence, contraindications, safety, accessibility, and combined therapy.	Good examples with some limitations.	Few examples or superficial limitations.	Little clinical application; major issues ignored.
APA style, citations, references, and writing quality	35	APA 7 consistently applied; citations/references match; clear, professional, graduate-level writing.	Minor APA/writing issues.	Repeated APA errors, unclear writing, or citation problems.	Serious formatting/citation problems or writing below graduate expectations.
Length, completeness, and assignment compliance	20	Meets five-page requirement and all major directions.	Minor omission or formatting issue.	Several requirements not fully met.	Major requirements ignored or paper substantially incomplete.

TOTAL: 400 POINTS