

**Dewar College of Education and Human Services
Valdosta State University
Department of Kinesiology & Physical Education**

**KSPE 3411
HUMAN MOVEMENT APPLICATIONS
4 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from*

http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

NASPE Standards

Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Elements – Teacher candidates will:

- 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
- 1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
- 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
- 1.5 Analyze and correct critical elements of motor skills and performance concepts.

COURSE DESCRIPTION

Prerequisite: KSPE 2999. Information on neuroanatomy and neurophysiology relative to motor development and motor learning, coupled with functional anatomy as it pertains to the dynamics of human motion. Emphasis is placed on mechanical analysis of human movement.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Schmidt, R.A., & Lee, T.D. (2013). *Motor Learning and Performance: From Principles to Application, Fifth Edition*. Champaign, IL: Human Kinetics ISBN- 97814060443616.

COURSE OBJECTIVES

At the completion of the course the student should be able to:

1. Discuss, understand, and appreciate the anatomical and mechanical principles which influence human performance. (InTASC S4), (NASPE1.1)
***Activities/Assignments/Assessments: Laboratories, lecture, discussion,, project, textbook, tests, exam, laboratories, project, participation.**
2. Understand the necessity of a scientific approach to the study and teaching of human movement. (InTASC S4), (NASPE1.1, 1.2, 1.3, 1.5)
***Activities/Assignments/Assessments: Laboratories, lecture, discussion,, project, textbook, tests, exam, laboratories, project, participation.**
3. Display an increased curiosity regarding human movement stimulating further exploration and thereby increased growth in the understanding and experiencing of motor skills. (InTASC S4), (NASPE1.5)
***Activities/Assignments/Assessments: Laboratories, lecture, discussion,, project, textbook, tests, exam, laboratories, project, participation.**
4. Display a basic understanding of the various anatomical components of the structure of the human body. (InTASC S4), (NASPE1.1) (CPL_{1.1})
***Activities/Assignments/Assessments: Laboratories, lecture, discussion,, project, textbook, tests, exam, laboratories, project, participation.**
5. Demonstrate an understanding of the conditions influencing muscle function. (InTASC S 4), (NASPE1.1) (CPL_{1.1})
***Activities/Assignments/Assessments: Laboratories, lecture, discussion,, project, textbook, tests, exam, laboratories, project, participation.**
6. Discuss relationships between structure and mechanical functions of the musculoskeletal system. (InTASC S4), (NASPE1.1)
***Activities/Assignments/Assessments: Laboratories, lecture, discussion,, project, textbook, tests, exam, laboratories, project, participation.**
7. Observe and analyze movement with specific regard to component parts. (InTASC S4), (NASPE1.1)
***Activities/Assignments/Assessments: Laboratories, lecture, discussion,, project, textbook, tests, exam, laboratories, project, participation.**
8. Identify efficient and/or inefficient movement in the performance of motor skills by typical or atypical individuals and to utilize the knowledge obtained to improve performance of motor skills. (InTASC S4), (NASPE1.3, 1.5) (CPL_{1.1})
***Activities/Assignments/Assessments: Laboratories, lecture, discussion,, project, textbook, tests, exam, laboratories, project, participation.**
9. Recognize the principles pertaining to the prevention of physical trauma to the body in the performance of motor skills. (InTASC S4), (NASPE 1.5)
***Activities/Assignments/Assessments: Laboratories, lecture, discussion,, project, textbook, tests, exam, laboratories, project, participation.**
10. Display an accurate and consistent vocabulary of scientific terminology. (InTASC S4), (NASPE1.1)
***Activities/Assignments/Assessments: Laboratories, lecture, discussion,, project, textbook, tests, exam, laboratories, project, participation.**

11. Demonstrate knowledge of biomechanical principles of physical activity as a basis for the analysis of movement, motor behavior, and learning including life-span, motor development and psychosocial dimensions of physical activity. (InTASCS1, S4), (NASPE1.1, 1.2, 1.3, 1.5)
***Activities/Assignments/Assessments: Laboratories, lecture, discussion,, project, textbook, tests, exam, laboratories, project, participation.**

COURSE EVALUATION

Evaluation

1.	Tests /quizzes (3x20)	60 pts.
2.	Comprehensive knowledge exam	100 pts.
3.	Laboratories (10 Labs) (10 points each) <i>Labs will include human movement, motor learning, kinesiology, biomechanics, and mechanical analysis of human movement</i>	100 pts.
4.	Project	50 pts.
5.	Classroom participation	<u>50 pts.</u>
		360 pts. Maximum

Project will be a kinesiological analysis of a sport skill (see attached outline). Students will video capture a chosen sport skill. The analysis outline begins with a description of skill performance and ends with a prescription for improvement of performance.

Grade Scale: % of maximum points

A = 100 - 90

B = 89 - 80

C = 79 - 70

D = 69 - 60

F = 59 and below

ATTENDANCE POLICY

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Lack of active participation could result in a deduction of activity points. Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a documented written excuse is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. The professor will determine if the reason can be documented and excusable. Students are responsible for obtaining any class notes and/or assignments given during the absence. Proper attire is required during classroom and laboratory activities.

Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations.

PROFESSIONALISM

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below:

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

Students are expected to be on time for class and ready to participate in the classroom activities. There may be problems that arise to cause you to be late for class. When this occurs, **it is your responsibility to notify the professor immediately after the class has been dismissed.** Otherwise, your absence will stand for that day.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Cell Phones:

All cell phones must be turned off during class time. **Cell phones must be turned off and out of sight during tests.** Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

Additional Subject Matter

- Introduction to the definition of Kinesiology and significance of the study of Kinesiology (overview of course).
- Motor development and the relationship to motor learning (fundamental skills, classification of motor skills)
- Review of the musculoskeletal system (classification of bones, types of articulation, planes and axes of motion, types of motion, range of motion, and measurement thereof). Function of muscles, types of muscular action and body movements
- Neuromuscular basis of human motion (Review)
- Introduction to Mechanical Kinesiology

- Terminology and measurement in biomechanics
- Description of human motion
- Fundamental principles of motion
- Newton's Laws of Motion
- Types of motion including hydrodynamic and aerodynamic
- Factors affecting motion
- Biomechanical analysis of movement related to biomechanical principles of physical activity, motor behavior and learning, including life-span, motor development and psychosocial dimensions of physical activity

*Subject matter is subject to change when needed

Unforeseen Circumstances

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students