KSPE 7160 SPRING 2012
HUMAN KINETICS
6 SEMESTER HOUR CREDITS

Dewar College of Education
Valdosta State University
Department of Kinesiology & Physical Education
Conceptual Framework: Guiding Principles
(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.

Positively Impacting Learning Through Evidence-Based Practices

Course Schedule
Wednesday 6 pm –PE Complex room 180

Required Textbook(s)
Publication manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

Course Description

The scientific study of human motion as applied to physical activity, fitness, and human performance. Designed to help the master teacher of physical education develop, advocate and promote knowledge as it relates to the enhancement of human movement and lifetime activity participation.

Course Objectives

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

1. Show an understanding of the differences among elementary, middle/junior, and high school students with regard to how the body responds during activity and exercise.
2. Identify Newell's constraints and their impact on movement.
3. Differentiate between the difference of beginners and skilled performers in a variety of non-locomotor, locomotor, ballistic and manipulative skills.
4. Explain specific theories of motor learning and their implications for instruction of motor skills.
5. Identify and explain the implications for instruction suggest by research on factors such as skill presentation feedback, practice, memory & attention.
6. Provide heart-healthy dietary recommendations for a pediatric population.
7. Provide a one-day heart-healthy dietary recommendation providing adequate kilocalories and nutrients for a pediatric vegetarian using myPlate.gov.
8. Choose appropriate exercises and drills to improve age-appropriate fitness and performance of specialized skills.
9. Acquire an understanding of the adaptations to exercise with regard to energy, muscular, circulatory, and respiratory systems among elementary, middle/junior, and high school students.
10. Assess fitness and prescribe fitness training programs for elementary, middle/junior and high school students.
11. Display an understanding of how training principles and techniques can improve athletic and lifetime sport performance.
12. Apply anaerobic and aerobic training knowledge toward the improvement of sport performance.
13. Exhibit an understanding of factors that effect athletic/lifetime sport performance.
14. Apply the following mechanical principles to prevent injury and prescribe rehabilitation activities: torque, stability, mechanical advantage, strength, flexibility, muscle balance, and power.
15. Apply related aspects of anatomy and physiology to a sports injury.

16. Distinguish and describe logical choices for care of an injury including preventative measures, recognition, initial care, treatment, and rehabilitative exercises.
17. Apply the following biomechanical principles for the purpose of improved athletic performance: projectiles, strength, power, anaerobic conditioning, momentum, torque, throw-like and push-like patterns, velocity and acceleration.

Conceptual Framework Standards:

I. Content and Curriculum: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.
II. Knowledge of Students and Their Learning: Teachers support the intellectual, social, physical, and personal development of all students.

GENERAL EDUCATION OUTCOMES (GEO)

1. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
2. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written. and visual materials

COURSE OUTCOMES, ACTIVITIES, AND ASSESSMENTS

COE/CFS	Course Outcomes Students will (be able to):	Course Activities Students will (do):	Outcome Assessments
(CFS I) Content and Curriculum: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.	(1). Choose appropriate exercises and drills to improve age-appropriate fitness and performance of specialized skills. (2). (Assess fitness and prescribe fitness training programs for elementary, middle/junior and high school students. 3). Apply anaerobic and aerobic training knowledge toward the improvement of sport performance.	(1). Class lecture and discussion (2). Laboratories (3). Classroom participation	(1). Exercise Prescription Project (2). Article Summaries/ Critique (3). Skill Analysis Project (4). Nutrition prescription project (5). Oral Presentation

	(4). Provide a one-day heart-healthy dietary recommendation providing adequate kilocalories and nutrients for a pediatric vegetarian using myPlate.gov. (5). Identify Newell's constraints and their impact on movement. (6.) Differentiate between the difference of beginners and skilled performers in a variety of non-locomotor, locomotor, ballistic and manipulative skills. (7.) Explain specific theories of motor learning and their implications for instruction of motor skills. (8.) Identify and explain the implications for instruction suggest by research on factors such as skill presentation feedback, practice, memory & attention.		
(CFS II) Knowledge of Students and Their Learning: Teachers support the intellectual, social, physical, and personal development of all students.	(1). Choose appropriate exercises and drills to improve age-appropriate fitness and performance of specialized skills. (2). (Assess fitness and prescribe fitness training programs for elementary, middle/junior and high school students. 3). Apply anaerobic and aerobic training knowledge toward the improvement of sport performance.	(1). Class lecture and discussion (2). Laboratories (3). Classroom participation	(1). Exercise Prescription Project (2). Article Summaries/ Critique (3). Skill Analysis Project (4). Nutrition prescription project (5). Oral Presentation

	(4). Identify Newell's constraints and their impact on movement. (5.) Differentiate between the difference of beginners and skilled performers in a variety of non-locomotor, locomotor, ballistic and manipulative skills. (6.) Explain specific theories of motor learning and their implications for instruction of motor skills. (7.) Identify and explain the implications for instruction suggest by research on factors such as skill presentation feedback, practice, memory & attention. (8.) Provide a one-day heart-healthy dietary recommendation providing adequate kilocalories and nutrients for a pediatric vegetarian using myPlate.gov.		

Course Activities:

1. Classroom lecture and discussions
2. Laboratories
3. Classroom participation
4. Article Summary/Critique
5. Skill Analysis Project
6. Pediatric Dietary Project
7. Exercise Prescription Project
8. Oral Presentation

Evaluation Instruments/Methods

Exercise Prescription Project	(Langford)	100 pts
Article Critiques	(Gross)	50 pts
Oral Presentation	(Gross)	50 pts
Article Summary/Critique	(Cathey)	30 pts
Skill Analysis Project	(Cathey)	20 pts
Nutrition Prescription Project	(Waggener)	50 pts

TOTAL: 300 pts

Grading Scale

300-270 = A (90-100% of total possible)
269-240 = B (80-89% of total possible)
239-210 = C (70-79% of total possible)
209-180 = D (60-69% of total possible)
Below 179 = F

Attendance and Participation

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. 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. Students are responsible for obtaining any class notes and/or assignments given during the absence.

Students are expected to be on time for class and ready to participate in the classroom activities. Attendance will be taken at the start of class. 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**. The professor will determine if the reason is excusable. Failure to discuss tardiness with the instructor at the end of class will result in an absence for that day.

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.

PLAGIARISM AND CHEATING POLICY

Below is information directly quoted from the Academic Honesty Policies and Procedures:

> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

   ("No student in this class shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any assignment.") **("This would include but not limited to laboratories.")** Failure to follow this policy would be considered as plagiarism.

Special Needs

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Addendums
All aspects of this syllabus may change as determined to be appropriate by the professors. Students will be notified in class and in writing (maybe via e-mail) of all adjustments.

Tentative Course Schedule (Dates and assignments subject to change at discretion of faculty)

Date	Topics	Instructor
1-11	Syllabus, Introductions, Motor Development Skill Analysis Project Assigned. See separate handout.	Cathey
1-18	Motor Learning Article Summaries due in class. See separate handout.	Cathey
1-25	Applied Kinesiology	Gross
2-1	Applied Kinesiology	Gross
2-8	Applied Pediatric Exercise Physiology Oxygen uptake, Human Performance Laboratory.	Waggener
2-15	Work on Assignments	XXXXX
2-22	Training and Conditioning, Choosing Appropriate Exercises and Drills Laboratory and Field Assessments [Exercise Prescription Project Due 4-25] [See Handout for Guidance]	Langford
2-29	Sport Specific Training and Conditioning of Young Students and Athletes, Adaptations During Exercise	Langford
3-7	Epidemiological Research: Implications for Physical Education Laboratory and Field Assessments	Langford

3-12	Spring Break	XXXXX
3-21	Work on Assignments	XXXXX
3-28	Sports Care and Prevention of Injuries	Gross
4-4	Sports Care and Prevention of Injuries	Gross
4-11	Applied Nutrition for Health and Wellness (Heart-healthy dietary prescription project).	Waggener
4-18	Work on Assignments	XXXXX
4-25	Nutrition For Performance Exercise Prescription Project Due	Langford

Instructors

Dr. George Langford	glangfor@valdosta.edu	333-5905
Dr. Michael Gross	mrgross@valdosta.edu	219-1216
Dr. Michael Cathey	rmcathey@valdosta.edu	333.5461
Dr. Green T. Waggener	gtwaggen@valdosta.edu	249-4921

Office Hours by Request