KNES 200 – Introduction to Kinesiology (3 cr.)

**Semester:** Summer 2018  
**Section:** KNES 200-YS41  
**Classroom and Time:** SPH 1312 M-F 9am-11:30am; SPH 0124 Tu/Th 1pm-4pm  
**Course webpage:** [https://myelms.umd.edu/courses/1245801](https://myelms.umd.edu/courses/1245801)  
**Instructor:** Jo Zimmerman  
**Office:** SPH 2347  
**Phone:** 301-405-2498  
**Email:** jzimmer1@umd.edu  
**Office Hours:** Mondays & Wednesdays 11:30-12:30 & by appointment

**Co-Instructor:** Drew Ginsberg  
**Office:** SPH 2134F  
**Phone:** 301-405-2511  
**Email:** aginsber@umd.edu  
**Office Hours:** Monday 11:30-12:30 & by appointment

**Course Description:**
This introductory course is designed to provide students an overview of the study of Kinesiology. This course is specifically designed for freshmen and non-Kinesiology majors who have identified Kinesiology as a particular area of interest and are considering or have chosen Kinesiology as their major field of study.

Kinesiology is the interdisciplinary study of physical activity that includes seven sub-disciplines: 1) exercise physiology; 2) biomechanics; 3) sport psychology; 4) motor development; 5) motor control; 6) sport history; and 7) sport sociology. This course will examine these areas of study within Kinesiology from scientific, applied and experiential perspectives. Students will study fundamental/introductory concepts associated within each area of Kinesiology, explore those concepts within research and applied contexts and complete activities in which they experience various dimensions of those concepts (e.g., labs, readings, presentations, guest speakers, interviews).

**Course Pre- and Co-requisites:**
Required: None.

**Course Learning Objectives:**
Upon completing this course, the student will be able to:
1. Students will identify articles in the primary Kinesiology literature and discuss their relevance to topics within the course.
2. Students will demonstrate data collection, reduction, and interpretation skills related to course activities while maintaining respect and tolerance for the diversity of the human body and its range of capabilities.
3. Students will explore concepts from the Kinesiology sub-disciplines and organize them around a coherent theme in sport, physical activity, or public health.
4. Students will evaluate and discuss the national and other recommendations for exercise and fitness in the US with consideration for the social and historical context. The lectures and assignments are targeted to address these learning objectives, as shown in the course outline.

**Kinesiology Competencies Addressed in this Course:**
The following competencies for the Kinesiology program are addressed in this course:

1. Know, apply, and evaluate scientific principles of physical activity as a foundation for healthy living.
2. Describe and critically analyze the role of physical activity in health, wellness, and the quality of life.
3. Know, apply, evaluate, and synthesize the knowledge regarding the social, cultural, historic, and philosophical dimensions/context of physical activity.
4. Participate in and understand the values of physical activity.

**Required Texts and Other Readings:**

**Required:**

*Foundations of Kinesiology: Studying Human Movement and Health, 3rd edition*
Peter Klavora, editor
from Kinesiology Books Publisher (division of Sports Books Publisher)

**Recommended:**
None. Assorted additional readings and lab preparation materials will be posted as PDFs in the course ELMS site.

**Required Technology and Other Materials:** Regular access to the course ELMS site. This course is hosted on Canvas [www.elms.umd](http://www.elms.umd) which may be accessed from any internet device. Students should check this site daily for additional readings, activities, and assignments. There will be weekly “lab” days, where class will take place in the SPH 0225 teaching lab. Students should dress for light activity on those days. Appropriate accommodations for temporary or permanent physical limitations will be made, but participation is necessary.

**Course Communication:** Course announcements will be posted via the ELMS site. All other individual communication should come via regular email to jzimmer1@umd.edu or aginsber@umd.edu in a professional communication format.

**Course Requirements and Expectations:** The successful student will participate in class lectures, discussions, and demonstrations, and complete in-class and on-line activities. Readings should be completed prior to the corresponding lecture topic. Questions to the instructor and collegial
collaboration are encouraged in all course components except for the exams. In order to encourage student engagement in the course materials at multiple levels, there will be several forms of student participation and evaluation. Quizzes will cover the text chapter readings; lab activities will involve effort beyond the classroom to integrate the readings with some specific application of the week’s topic; a group project to practice collaboration toward a group PowerPoint presentation; and a Final Exam at the end of the term. While attendance cannot be required, students are responsible for all material assigned from the textbook, presented during class, posted on the Canvas site, and the integrative activities throughout the semester. Late assignments will be reduced one full letter-grade (or equivalent point value) for each day they are late, and in-class activities and quizzes will not be available for make-up.

University Course Related Policies:

All University of Maryland-approved course policies are provided at the following website:
http://www.ugst.umd.edu/courserelatedpolicies.html
Policy descriptions, resources, and links to official policy documents are provided for:

**Academic Integrity:** What is cheating? What is plagiarism? What is the Honor Pledge?

**Code of Student Conduct:** What behavior is prohibited?

**Sexual Misconduct:** What to do in case of sexual harassment or sexual assault.

**Discrimination:** Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.

**Accessibility:** Information about disability support services (DSS) and accommodations.

**Attendance, Absences, or Missed Assignments:** The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

**Student Rights Regarding Undergraduate Courses:** What should I find in the course syllabus? Am I allowed to see my exams after they are graded?

**Official UMD Communication:** Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

**Mid-Term Grades:** Provided for 100 and 200 level courses, and all student athletes.

**Complaints About Course Final Grades:** Questions about course grades should first be addressed to the course instructor.

**Copyright and Intellectual Property:** Who owns the work that I produce in class?

**Final Exams:** Final exams are scheduled by the University.

**Course Evaluations:** The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.

**Campus Resources:** ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

Course Procedures and Policies:

**Inclement Weather / University Closings / Emergency Procedures:**

In the event that the University has a delayed opening or is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

**Available Support Services:** None specified. See instructor for any individual needs.
Grading Procedures: All class-related activities will have an assigned point value. The specific instructions and grading rubrics will be available on ELMS when the item is assigned. All written work will be submitted in standard academic English. The total value of the points available in each category is shown below, and a standard letter grading scale will apply to the semester course grade. All assignments will be submitted on-line in ELMS and in hard-copy, as noted. Grading rubrics will be provided to the students via the ELMS website. Grades will be calculated based on the following:

Course Components:

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<th>Grading:</th>
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<tr>
<td>Daily Activities</td>
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<tr>
<td>Lab Activities</td>
<td>25%</td>
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<tr>
<td>Group Presentation</td>
<td>25%</td>
<td>80 – 89.9%</td>
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<td>Final Exam</td>
<td>25%</td>
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<td>70 – 79.9%</td>
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<td>≤ 60%</td>
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Course Outline / Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Lecture Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>July 9</td>
<td>Monday</td>
<td>Course Introduction; Context of KNES in Public Health; begin Human Anatomy - Bones</td>
<td>Ch. 1</td>
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<tr>
<td>July 10</td>
<td>Tuesday</td>
<td>Human Anatomy - Muscles &amp; Energy Systems</td>
<td>Ch. 3</td>
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<tr>
<td>July 10-L</td>
<td>Lab</td>
<td>Lab 1: Appropriate scholarly sources</td>
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<td>July 11</td>
<td>Wednesday</td>
<td>Human Anatomy – Heart, Lungs, &amp; Aerobic Function</td>
<td>Ch. 11</td>
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<td>July 12</td>
<td>Thursday</td>
<td>Exercise Physiology Overview - Muscle Structure, Function, &amp; Work Capacity</td>
<td>Ch. 14</td>
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<tr>
<td>July 12-L</td>
<td>Lab</td>
<td>Lab 2: Fitness &amp; body composition testing</td>
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<td>July 13</td>
<td>Friday</td>
<td>Biomechanics; Group Assignments</td>
<td>Ch. 7</td>
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<td>July 16</td>
<td>Monday</td>
<td>Motor Development &amp; Lifespan Activity</td>
<td>Ch. 15</td>
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<td>July 17</td>
<td>Tuesday</td>
<td>Motor Skill, Control, &amp; Learning</td>
<td>Ch. 16</td>
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<td>July 17-L</td>
<td>Lab</td>
<td>Lab 3: Motor behavior &amp; skill development</td>
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<td>July 18</td>
<td>Wednesday</td>
<td>Sport &amp; Exercise Psychology</td>
<td>Ch. 19 &amp; Ch. 20</td>
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<td>July 19</td>
<td>Thursday</td>
<td>Baseball Primer</td>
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<td>July 19-L</td>
<td>Lab</td>
<td>Lab 4: Field Trip (off-campus, dress for WARM weather)</td>
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<td>July 20</td>
<td>Friday</td>
<td>Social &amp; Cultural Sport Perspectives</td>
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<td>July 23</td>
<td>Monday</td>
<td>Physical Activity &amp; Health</td>
<td>Ch. 12 &amp; Ch. 23</td>
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<td>July 24</td>
<td>Tuesday</td>
<td>Advanced Scholarship &amp; Careers in Kinesiology</td>
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<td>July 24-L</td>
<td>Lab</td>
<td>Lab 5: Course scheduling &amp; campus life</td>
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<tr>
<td>July 25</td>
<td>Wednesday</td>
<td>Sport Issues &amp; Controversies</td>
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<td>July 26</td>
<td>Thursday</td>
<td>Review; Course Wrap-up</td>
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<td>July 26-L</td>
<td>Lab</td>
<td>Group Presentations</td>
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<tr>
<td>July 27</td>
<td>Friday</td>
<td>Final Exam</td>
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Note: Numbers in brackets after learning objectives show linkage between material covered in each session and the numbered program competencies shown on page 1 & 2 of this syllabus.
### Lab Outline

#### Lab 1

**Scholarly Articles**

Learning Objective #1 – Students will identify articles in the primary Kinesiology literature and discuss their relevance to topics within the course.

- Identify a primary research article in the Kinesiology discipline.
- Read and interpret the article.
- Save and share the article appropriately.

College-level writing, whether for essays or lab reports, will require references and supporting documentation from primary sources in the discipline’s scholarly literature. This exercise will help students understand the distinction between primary and non-primary sources. Students will also practice finding, reading, and referencing these types of support, and saving the resources for future use.

Assignment – This is an individual assignment. Students may use any of the campus libraries and obtain help from any of the campus librarians. **Due Thursday July 12**

#### Lab 2

**Exercise Physiology**

Learning Objective #2 – Students will demonstrate data collection, reduction, and interpretation skills related to course activities while maintaining respect and tolerance for the diversity of the human body and its range of capabilities.

- Conduct several non-invasive health and fitness assessments and record the health and fitness information from at least 2 group members.
- Calculate results from the raw data and report the derived scores.
- Interpret the results in the context of ‘average adults’ health status or fitness standards.
- Discuss any behaviors required to maintain or to change that health or fitness status.

Many social and biological science courses will include lab experiences. These may include observation and description of behaviors, called qualitative research; or measurement and evaluation of actions, called quantitative research. Regardless of the topic area, lab experiences will require description of the students’ activities during the lab and after. Reading ahead of lab, taking notes during lab, and asking questions will help make the most of the intended learning session.

Assignment – This is an individual assignment based upon the work in a small group. Students may use the web links provided but must show any calculations by hand. **Due Monday July 16**
Lab 3  

**Motor Behavior**

**Learning Objective #2** – Students will demonstrate data collection, reduction, and interpretation skills related to course activities while maintaining respect and tolerance for the diversity of the human body and its range of capabilities.

- Conduct and record motor skill performances individually and in small groups.
- Calculate any performance measures and interpret the motor skill from a quantitative and qualitative perspective.
- Interpret the results in the context of the standards provided with the lab materials.
- Discuss any factors that affect motor skill development or control.

Motor skills are built over time and usually in a step-by-step progression. The ultimate skill performance is often associated with a state of automaticity. The difference between novice and expert skill execution can be described by considering several factors, including practice, feedback, and even the complexity of the movement.

**Assignments** – This is an individual assignment based upon the work in a small group. Students may use the web links provided but must show any calculations by hand. **Due Thursday July 19**

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Lab 4  

**Baseball Game – Bowie Baysox**

**Learning Objective#3** – Students will explore concepts from the Kinesiology sub-disciplines and organize them around a coherent theme in sport, physical activity, or public health.

- Observe a minor league baseball game, including the pre-game activities, the staff, coaches, and players, the spectators, the stadium environment, and the various non-baseball factors.
- Record your observations and any thoughts or comments at the time.
- Locate a primary scholarly article related to your observations and to your part of the group project.
- Write a short reflection paper about your observations related to your part of the group project, and use the primary article for support of your main point.
- Discuss with your group any factors that affect how your experience of baseball relates to Kinesiology.

Think carefully about the experience of the baseball game in the framework of the "Questions to Consider..." worksheet and the class lectures. Within these contexts, and with your part of the Group Project also in mind, write a 2-page reflection about your thoughts on baseball. Find a primary article related to your thoughts, perhaps about an historical person, technical advancement, training method, injury treatment, or other important detail. While this is less formal, it is still an academic assignment, and the primary source should be cited and referenced appropriately.

**Assignments** – This is an individual assignment based upon the worksheets and class lectures, and it builds toward the group project and final paper. **Due Monday July 23**
Additional Literature, Websites and Other Resources:
In addition to the required texts and articles, there are several additional texts and journals that may be appropriate, depending upon a student’s interest and experience. A more complete list is available on the Canvas site, but the following are favorites from previous classes. Students are encouraged to contribute interesting or useful links to post on this part of the Canvas site.