CLASS PHED 315 Kinesiology
Course Syllabus

Location / Time: LLHSLC Room 203 (8:00-8:50 AM)

Semester / Year: Spring 2018

Course Start / End Date: Tuesday, January 9th, 2018-Thursday, April 26th, 2018

Professor Name: Eric Slivoskey

Professor Email: eslivoskey@trinitybiblecollege.edu

Course Description

This course is designed to be a cooperative learning experience in understanding the structure and function of the human body and its application to human movement and exercise physiology.

Standards: This course is standards-driven. That is, the text, activities, lectures, assignments, and assessments are all designed to meet certain standards established by the state of North Dakota ESPB and InTASC. These standards include:
InTASC:

1. Standard 3: Learning Environments
2. Standard 4: Content Knowledge
3. Standard 5: Application of Content
4. Standard 6: Assessment
5. Standard 7: Planning for Instruction
6. Standard 8: Instructional Strategies

ESPB:

08025.1 Content Knowledge
08025.7 Learner Assessment
08025.9 Technology

Course Objectives

The student will:
• Demonstrate an understanding of the major systems of the human body.
• Demonstrate an understanding of the content areas by successfully completing various class activities.
• Apply concepts of anatomy and physiology to relevant topics in the world of physical education and sport.
• Demonstrate the application of technology in the classroom.

Institutional Mission Statement

Trinty Bible College & Graduate School is commited to training and educating people with theological reflection and missional passion, in order that people and communities everywhere will hear the good news of Jesus and see his love demonstrated.

Spiritual Formation Statement

This course is intended to reflect sound and consistent practices that relate to biblical teaching regarding our psychological development throughout participation in sport, and competitive settings in both the classroom and athletic arena.

Required Textbooks/Supplies

Muscolino, Joseph E. Kinesiology—The Skeletal System and Muscle Function. 2nd Edition. Champaign, IL: Mosby of Elsevier Science, 2010

Course Outline

1/09	Tuesday	Syllabus
1/11	Thursday	Chapter 1—Parts of the Human Body (Hand out diagrams to study)
1/16	Tuesday	Chapter 2—Mapping the Human Body (Bring props in cube and hinge book)
1/18	Thursday	**Quiz 1 and Activity quiz—**planes & axes activity quiz in fitness center
1/23	Tuesday	Chapter 3—Skeletal Tissues/Chapter 4 handout
1/25	Thursday	**Test 1**
1/30	Tuesday	Joint Action Video
2/01	Thursday	Chapter 5—Joint Action Terminology
2/06	Tuesday	Chapter 6—Classification of Joints **Quiz 2**
2/08	Thursday	Chapter 8—Joints of Lower Extremity
2/13	Tuesday	Chapter 8—Joints of Lower Extremity—continued
2/15	Thursday	Chapter 9—Joints of the Upper Extremity
2/20	Tuesday	Review for exam/assignment makeup day
2/22	Thursday	**Test 2**
2/27	Tuesday	Chapter 10—Anatomy and Physiology of Muscle Tissue
3/01	Thursday	Chapter 11—How Muscles Function: The Big Picture
3/05-3/09		*Go Week*
3/12-3/16		*Spring break*
3/20	Tuesday	Chapter 12—Types of Muscle Contractions **Quiz 3**
3/22	Thursday	Chapter 13—Roles of Muscle
3/27	Tuesday	Chapter 14—Determining the Force of a Muscle Contraction
3/29	Thursday	**Test 3**
4/3	Tuesday	Chapter 15—The Skeletal Muscles of the Human Body
4/5	Thursday	Chapter 16—Types of Joint Motion and Musculoskeletal Assessment
4/10	Tuesday	Chapter 17
4/12	Thursday	Chapter 19—Stretching: **(Activity Project)**
4/17	Tuesday	Assign Analysis of Movement project
4/19	Thursday	Chapter 20—Principles of Strengthening Exercise

4/24 Tuesday Review for Test 4
4/26 Thursday **Final project due**
Final Exam: **TBA**

Methodology

Lecture, Discussion, Guest demonstrators, Various electronic media, Article reviews, and Group activities

Course Assignments

Activitiy Project # 1: (15 points)
(In InTASC 3,4, 5, and 6)(In ESPB- 08025.1-Content knowledge
& 08025.7- Learner Assessment)
Students will explain and demonstrate physical movements and exercises for the class that relate to activation of the coronal, sagittal, and transverse planes of the human body. Students will engage in and demonstrate 2 specific movements for each of the 3 body planes that we study in the course.

Activity Project # 2: (15 points.)
(In InTASC 3, 4, 5, and 6) (In ESPB- 08025.1- Content knowledge & 08025.7-Learner Assessment)
Students will present a 4-5 minute stretching routine to the class that both illustrates and highlights the key elements of an effective dynamic warm-up.

Quizzes: There will be a variety of quizzes in take home, in class, in fitness center and open book so it is imperative to have a book for this class.

Tests: Test format will be discussed as well as a short study guide.

Participation: This is scored at the end of the semester and is based upon in-class activities as well as demeanor in class. Students must actively participate in class activities and discussions if given the opportunity.

Analysis of Movement Project: **(55 points.)**
(In INTASC 4, 5, 7, and 8)(In ESPB- 08025.1- Content Knowledge & 08025.9-Technology)
Students will research a sport skill that will involve an in-depth analysis. Students will complete a comprehensive biomechanical analysis of a sport skill. This analysis will include the following aspects:

- Preparatory, Force, Follow-Through Phases
- Movement analysis from starting position to ending position for each major joint through each of the above three phases
- The analysis will include:
    - Prime mover

- Assistant movers
- Type of Contraction
- Any special considerations

Skill: System Analysis

Students will submit a 2-3 page typed, double spaced, written account of their chosen sport skill. Students are required to gather information and data that supports an effective biomechanical progression of their specific skill. It is important to synthesize your findings in a clear and coherent written format. Students can use their textbook as a resource. A minimum of 3 sources must be used to complete this project. Students may use other texts, journal articles, research studies, etc… as potential sources. Students must use at least one electronic source. Proper citation and research is needed.

*A detailed grading rubric will be handed out for each assignment.

Attendance

Trinity Bible College attendance regulations are guided by the principle that in a traditional classroom setting, students receive benefit from the discussion, interaction, and emphasis of a class session. To miss class is to experience a loss that may not show up on a final examination, but is nevertheless real. The policy encourages faithful class attendance with allowances provided for necessary absences. Each student is encouraged to be responsible about attending all class sessions, unless illness or school sponsored activities make it necessary to be absent. Beyond two unexcused absences for the semester, students will be penalized with a 5-point grade reduction for each unexcused absence. These points are deducted from the class participation grade. Students will not receive credit for attendance if they are using headphones, being disruptive to the class, texting, listening to music, surfing the Internet, etc… during class meeting times. Students are considered tardy if they arrive after class has started. Three instances of tardiness will be charged as one absence. If a student arrives more than 15 minutes late, it will be considered an absence. Similarly, except for emergencies, students may not leave the classroom early without prior approval of the instructor. Total absences may not exceed the allowable number established by the college. This is a 2-credit class, which means on the 8th absence you may fail this class. Once class begins, computers are to be used only for taking class notes; all unnecessary Internet connections need to be terminated. This applies to smartphones also.

Grading Procedure

A	**100-94**	**C**	**76.99-73**
A-	**93.99-90**	**C-**	**72.99-70**
B+	**89.99-87**	**D+**	**69.99-67**

B	**86.99-83**	**D**	**66.99-63**
B-	**82.99-80**	**D-**	**62.99-60**
C+	**79.99-77**	**F**	**59.99-0**

Assignment and Late Work Policy
Each assignment should be typed in a 12 pt. "Times New Roman" font and have a heading. The heading of each assignment should also include the student's campus box number.

Course Breakdown

Quizzes (5 x 20 pts.)	100 pts.
Tests (4 x 75)	300 pts.
Participation	15 pts.
Activity Projects (2 x 15 pts.)	30 pts.
Analysis of Movement	55 pts.
Total	500 pts.

Bibliography

Hamill, J & Knutzen, K. Biomechanical Basis of Human Movement. Lippinncott, Williams and Wilkens (2010).

Addendums

INTASC Standards:

Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation.

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

Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ESPB Standards:
08025 Physical Education

08025.1 Content Knowledge The program requires study of physical education content and disciplinary concepts related to the development of a physically educated person. The teacher candidate studies biological sciences pertaining to the structure and function of the human body including the principles of human movement, exercise physiology, and biomechanical analysis, first aid, nutrition, and injury prevention.

08025.7 Learner Assessment The program requires study of assessment to foster physical, cognitive, social, emotional development of learners in physical activity, use of various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction.

08025.9 Technology The program requires study of current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity.

Trinity Bible College & Graduate School
50 S. 6th Avenue
Ellendale, North Dakota 58436

Phone: 701.349.3621
Fax: 701.349.5786
www.trinitybiblecollege.edu