I. Course Description:
KIN 417L. Analysis of Movement Laboratory. KIN 417L (laboratory) is a co-requisite for KIN 417 lecture. Laboratory and lecture grades will be computed into one grade and the same final grade will be counted for both lecture and lab. This course contains a critical assignment (Motion Analysis Project) related to accountability and accreditation. Laboratory meets two hours per week and will begin meeting

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course is one of the core courses that make-up the scientific foundations area for kinesiology and all movement related fields. It prepares an individual to be able to evaluate and analyze human movement with the intent of influencing improvement. Studying the anatomical and mechanical factors that influence human movement gives an individual the background knowledge to be able to accomplish this goal. This course has been designed to help students in movement related fields to achieve professional excellence and to help the Kinesiology and Health Science Department and the College of Education at SFASU to provide an exemplary program which is recognized at the state, national, and international levels. This is in alignment with the Vision of the College of Education as stated in the COE Conceptual Framework, which can be viewed at http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/.

Program Learning Outcomes:
1. The student will identify and analyze critical components of physical movement.
2. The student will demonstrate knowledge of kinesiological principles and content.
3. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.

Student Learning Outcomes:
The student will be able to:
1. Accurately describe a movement.
2. Identify the anatomical and mechanical factors that most influence a performance.
3. Evaluate and analyze a performance using technology with the intent of influencing improvement.

The following NASPE Standards are covered in this course:
Standard 1: Content Knowledge Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.
1.1 Teacher candidates can satisfactorily demonstrate the ability to identify critical elements both verbally and by written analysis.
1.3 Teacher candidates demonstrate an understanding of concepts and strategies related to skillful movement through accurate analysis of “why” movement performance occurs as it does, and by the identification of factors that distinguish novice from expert movement performance.

1.4 Teacher candidates demonstrate bioscience knowledge and use this knowledge appropriately to plan and teach skillful movement, physical activity, and fitness.

**Standard 7: Student Assessment**

Physical education teachers understand and use assessment to foster physical, cognitive, and emotional development of students in physical activity.

7.2 Teacher candidates use a variety of appropriate authentic and traditional assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).

**Standard 9: Technology**

Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

9.1 Teacher candidates demonstrate knowledge of current technologies and their application to physical education.

9.3 Teacher candidates demonstrate a sufficient use of technologies to communicate, network, locate resources, and enhance continuing professional development.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

YOU MUST BE ABLE TO USE “MYSFA” and D2L. Check and make sure that you can access your email through mysfa. If you cannot, logon to http://www.mysfa.sfasu.edu/ and set-up or update your email account.

1. Assignments: Assignments will be used to demonstrate and emphasize course content.

2. Quizzes: Multiple-choice, True or False, and Structure Identification type questions.

3. Motion Analysis Project: Qualitative and quantitative analysis of a human motion, details are provided on D2L.

**KIN 417 Analysis of Movement Lab**

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1 – Preparation Phase Research</td>
<td>1.1</td>
<td>1.3</td>
<td></td>
<td></td>
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<tr>
<td>Assignment 2 – Phases of Motion and Critical Features</td>
<td>1.1</td>
<td>1.3</td>
<td></td>
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<tr>
<td>Assignment 3 – Joints and Muscle Groups</td>
<td>1.1</td>
<td>1.3</td>
<td></td>
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<tr>
<td>Assignment 4 – Motion Analysis Checklist</td>
<td>1.1</td>
<td>1.3</td>
<td></td>
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<tr>
<td>Assignment 5 – Collect Observational Data</td>
<td>1.1</td>
<td>1.3</td>
<td></td>
<td></td>
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<tr>
<td>Quiz 1 – APA Formatting and Research</td>
<td>1.1</td>
<td>1.3</td>
<td></td>
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</tbody>
</table>
IV. Evaluation and Assessments (Grading):
Lecture and lab grades will be computed into one grade and the same final grade will be counted for both lecture and lab. Lab work counts as 50 points towards your final lecture grade.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Grading Scale</th>
</tr>
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<tbody>
<tr>
<td>Assignments (5 worth 5 points each)</td>
<td>25 points</td>
</tr>
<tr>
<td>Quizzes (5 worth 5 points each)</td>
<td>25 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-90%</td>
<td>B</td>
</tr>
<tr>
<td>70-80%</td>
<td>C</td>
</tr>
<tr>
<td>60-70%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60%</td>
<td>F</td>
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</table>

Total Points 50 points

V. Tentative Course Outline/Calendar:
(The following content is expected to be covered on the following dates, but unforeseeable circumstances might necessitate a change in date for the content.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic / Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Course Syllabus</strong>&lt;br&gt;Assignment 1 – Preparation Phase Research selected topic and identify sources of information. Create an APA formatted reference list with a minimum of 6 sources using word processing software.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Assignment 1 Due. Submit assignment 1 to D2L.</strong>&lt;br&gt;Assignment 2 – Preparation Phase: Identify phases of motion and the critical components of each phase for the Qualitative Analysis of Motion Project and prepare an outline of this information using word processing software; Chapter 8 Manual of Structural Kinesiology.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Submit Assignment 2 to D2L</strong>&lt;br&gt;Assignment 3 – Preparation Phase: Identify the joints and muscle groups involved in every critical component for each phase of motion for the Qualitative Analysis of Motion Project and prepare an outline of this information using word processing software; Chapter 8 Manual of Structural Kinesiology</td>
</tr>
</tbody>
</table>
| 5 | Submit Assignment 3 to D2L  
Assignment 4 - Preparation Phase: Create a Qualitative Analysis of Motion Checklist using word processing software |
| 6 | Submit Assignment 4 to D2L  
Assignment 5 Part 1 – Observation Phase: Collect Observational Data (video recording) for Qualitative Analysis of Motion Project |
| 7 | Assignment 5 Part 1 – Observation Phase: Collect Observational Data (video recording) for Qualitative Analysis of Motion Project |
| 8 | Assignment 5 Part 2 – Evaluation and Diagnosis Phase: Perform analysis of observational data using QAMC and compile the results of into a report format using word processing software. |
| 9 | Spring Break – No class |
| 10 | Submit Assignment 5 to D2L  
Assignment 6 Part 1 – Intervention Phase: Collect secondary Observational Data (video recording) for Qualitative Analysis of Motion Project and provide feedback to performers |

VI. Textbook, Charts, and Supplies (Same for lecture)


LiveText

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is important!!

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilities/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another
- submitting a work that has been purchased or otherwise obtained from the Internet or another
- incorporating the words or ideas of an author into one's paper or presentation without giving person; source; and/or, the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university
Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

University Policy on Food and Drinks in the Classroom
In order to provide a clean work environment, the university does not permit the drinking of beverages, eating, or the use of tobacco products in the classroom or in the laboratory. In exceptional cases, a student may be allowed to have water if it is deemed necessary for medical reasons and prior approval is obtained from the instructor.

Electronic Devices
All electronic devices must be turned to silent and or off prior to the start of class each.