

San José State University
College of Health and Human Services
KIN 185, Fall 2018

Course and Contact Information

Instructor:	Dr. Ted Hayduk
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Location:	
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Office Hours:	Wednesdays 9-11
Class	W: 12:30-1:20PM or R: 12-12:50PM
Days/Time:	
Classroom:	SPX 153

Course Description and Goals

Active learning capstone course designed to synthesize students' undergraduate preparation, including internship experiences.

Capstone course designed to integrate and synthesize students' knowledge and skills gained in their undergraduate preparation through active participation in the class and reflection on the internship experience; requires completion of a professional portfolio and a movement project.

Department of Kinesiology Student Program Learning Outcomes

1. Students will be able to explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.
2. Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
3. Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
4. Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.
5. Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

Course Goals and Learning Objectives

Upon successful completion of the course, each student will be able to demonstrate:

1. Knowledge of the various sub disciplines and related academic organizations within the field of Kinesiology;
2. Ability to locate and critique scholarly peer reviewed literature in Kinesiology and

demonstrate an understanding of how evidence based practice applies to their emphasis and practice;

3. Understanding of current issues in Kinesiology and their sub disciplines and demonstrate strategies to engage with these issues in practice;
4. Ability to research, synthesize, and present information on selected topics in Kinesiology;
5. Ability to reason, discuss, and communicate information pertinent to Kinesiology and related fields;
6. Understanding of diversity and social justice as they relate to human movement and within the various sub disciplines;
7. Ability to assemble a personal e-portfolio
8. Ability to apply their knowledge of Kinesiology in a clinical or practical setting

Readings

Weekly readings may be assigned throughout the semester. It is expected that each student complete the readings and come to class prepared to discuss each article, book chapter, etc.

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Grading Information

Each student begins the semester with a grade of 100.

- Perfect attendance is expected. Students will be penalized 10.5 points for each unexcused absence. Miss one class and you get an 89.5 for the course. Miss 2 classes and you get a 78.5. It's that simple! Clearly there are emergencies that arise, but these must be discussed with the instructor. All absences must be discussed prior to the class that will be missed. Students who arrive late will be penalized. Each unexcused late arrival will be docked 5 points from the final grade. For example, the first offense will decrease the course grade from a 100 to a 95. The second late arrival reduces the grade to a 90, and so on.
- There are also assignments due throughout the semester. In chronological order, they are:
 - Movement Project Proposal
 - Literature Review Draft
 - Movement Project
 - Student Portfolio

We will discuss each assignment in greater detail as the time approaches. For now, they are each listed in the course outline below. You also have rubrics for each (attached to this Syllabus). Failure to turn in any of these three assignments will result in a reduction of the student's grade by 30%. I also reserve the right to partially reduce grades for work that is below the level of quality that is to be expected from university upperclassmen.

Grading Schema:

90-100 A

80-89.9 B

70-79.9 C

60-69.9 D

<60 F

Classroom Protocol

Contribute your ideas and questions during class time. It is expected that each student contribute DAILY by having discussion questions or comments prepared to share with the class pertaining to the day's topics and prior assigned readings when applicable. I will randomly call on students to open up the conversation.

- *Show up to class.* If you are absent, you lose the opportunity to learn from your classmates, and your classmates will lose whatever contribution you could have made to the class discussion. You will also lose all available points for that period.
- *Pay attention.* After all, you might find the material interesting. Be attentive to what is going on.
- *Join the discussion.* Your ideas are valuable. By discussing them with others you will sharpen your understanding and learn to better articulate your position in the future. Contribute to our class dialogue in the following ways:
- *Do not monopolize the conversation.* While your contributions are valuable, so are those of every other class member. Listen to what others have to say. Do not think you need to voice your opinion on every point of discussion.
- *Listen to the person who has the floor.* That person will often be me, but it will also often be your classmates. Do not carry on your own side conversation with a classmate instead of listening.

Recording of Class Lectures

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Explicit written permission must be requested to make any recording of the class. An announcement will then be made to the class to ensure their comfort with recording the class. If any student objects to the recording then permission will not be granted. If there are no objections then written permission will be provided.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload

instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Communication Protocol

- If you need to speak with me about an issue of a personal nature, please send me an email and/or make an appointment to come by during office hours.
- For all other questions about the course, its content, assignment guidelines, etc., please post your question to the course's Canvas page in the discussion section, where it can be answered by your classmates.
- At the end of the semester, I will award extra credit to the students who are most active (and accurate) answering their classmates' posted questions.
- If nobody knows the answer to a posted question, bring it up at the beginning of our next class, or (in the case of time-sensitive questions), delegate a class member to send me an email requiring clarification.

University Policies

- University Syllabus Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.
- Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>
- University Attendance and Participation Policy F15-12 (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Classroom and Learning Accommodations:

<http://www.sjsu.edu/aec/services-at-a-glance/academic-accommodation/index.html>

San José State University
College of Applied Sciences & Arts
SM 185, Fall 2018

Senior Capstone Seminar

Dates	WK#	Agenda	Assignments Due / Notes
Aug 20-24	1	Introduction, Syllabus	
Aug 27-31	2	Resumes	
Sep 3-7	3	Writing a cover letter	
Sep 10-14	4	Discuss: Movement Project	
Sep 17-21	5	Professional communication	
Sep 24-28	6	Discuss: Student Portfolios	MPP Due
Oct 1-5	7	Researching and Targeting Companies	
Oct 8-12	8	Interviewing 101	
Oct 15-19	9	Professional Attire	Lit Review Draft Due
Oct 22-26	10	No Class	
Oct 29-Nov 2	11	Social Media	
Nov 5-9	12	Presentations	Movement Project Due
Nov 12-16	13	Presentations	Movement Project Due
Nov 19-23	14	Thanksgiving, No Class	
Nov 26-30	15	Workplace Conduct	
Dec 3-7	16	Setting Professional Goals	Student Portfolio Due

Movement Project Proposal Guidelines

The proposal should be written in paragraph format. It should include the following:

1. Identification of the main topic--each student should have a primary research question that they explicitly state;
2. Significance of the selected topic (why is it important? To whom? For what reason?);
3. Knowledge you already have on this topic based on prior research;
4. Specific population(s) you will be targeting;
5. Primary journals you will be searching;
6. How you envision your final product;
7. Where and how you might implement your project in the community;
8. List 2-3 key peer-reviewed references (APA style).

Proposals should be approximately 1 page long (200-250 words).

Professional Portfolio

Due w/o Dec 3

The professional portfolio should not only highlight what you have accomplished up to this point in your professional and academic lives, but also provide an indication of how committed you are to the field and how successful you will be on your chosen career path. The different pieces of the portfolio will serve as a means to separate yourself from other applicants, and as such should draw attention to your unique qualities, experiences, and virtues that you believe can make a distinct contribution to the field.

The portfolio shall contain all supporting documents related to your program of study, work and internship experiences, certifications, athletic or sport experiences, awards and honors, attended workshops and conferences, presentations and publications, and other materials relevant to your professional preparation for a career in the field of kinesiology.

Please refer to the SJSU Career Center web site for additional information. <http://www.careercenter.sjsu.edu/>

The portfolio should be bound and include the following (not necessarily in this order):

1. Cover page
2. Table of contents
3. Personal introduction/personal statement (250-500 words)
4. Professional philosophy (250-500 words)
5. Resume (1 page)
6. Copies of awards, certifications, letters of commendation
7. Writing samples
8. Description of projects and your involvement therein (in-class or otherwise)

Also to be submitted with the portfolio are the following:

(Note: do NOT incorporate these items as part of the portfolio itself, but do turn them in together with the portfolio)

1. Reviewed drafts of personal introduction/personal statement and professional philosophy
2. Proof of visit to the Career Center

Movement Project Guidelines

Proposal due: w/o Sep 24
Lit Review Draft due: w/o Oct 15

Final project including literature review due: w/o Nov 5, Nov 12

The movement project consists of two main parts: **1) Literature review** and **2) Deliverable**. It is a project that relates to any aspect of movement, broadly defined, of your choice.

1. Literature Review: A review of literature (aka literature review) using both primary and secondary references is required to underlie the development of the movement project's. A review of literature is a **comprehensive** analysis of the available research on a particular topic. The review should highlight the subtopics or issues related to the main topic, and organize the research findings in a way that is logical and understandable in relation to the given project. The review of literature should be well cited and will serve as the basis for the final product that is developed for the project. You are required to use a **minimum of ten (10) references of which at least seven (7) must be from peer-reviewed sources.**

The literature review will be **double-spaced**, and use **Times New Roman font size 12**, with **one inch margins on each side of the page. No exceptions.** The total length of the literature review will be **no less than seven (7) pages** and **no more than twelve (12) pages** (*NOT including the cover or reference pages*). APA style is required.

The literature review will include a cover page (NOT included in final page count) that will state the student's name, university name, semester, professor's name, class number, and title of project.

Graphics are acceptable in addition to the required information.

2. Deliverable: The movement project's final product may take many different formats depending on the student's emphasis area as well as her or his career goals. Examples of acceptable final products include a powerpoint presentation, website, video, investigative report, or publication. The content of the final product should combine students' interests- among which may be training, coaching, rehabilitation, prevention of injuries, performance enhancement, nutrition, physical activity, environment, psychology, marketing, public relations, facility management, entrepreneurship, technology, etc.

As examples, the project can be a promotion for a new training product or technique, a program targeting certain populations, etc.

Example: In light of all the research coming out on the dangers of concussions, a lot of new policies and rules and regulations are being proposed and implemented. Recently, lawmakers tried to pass legislation mandating that girls' and women's lacrosse players wear protective headgear. There was major pushback from the lacrosse community and the legislation did not pass. As kinesiologists, we know how serious these head injuries are and that despite the known dangers, athletes still have a low percentage rate of reporting the symptoms. This trend is of course very dangerous and puts not only the athlete, but also the coaches, family members, and teammates at risk (for serious losses). However, what steps should we take to address this issue? Is mandating headgear the answer? A movement project idea that spawned as a result of this issue was doing research on the impact of equipment vs. education on reducing the rates of head injury (in girls' and women's lacrosse and other sports). Knowing head injury can sometimes be easily hidden by the athlete, how can we educate athletes, their families, and team personnel to recognize symptoms and encourage higher rates of recognition and reporting of the symptoms without mandating additional equipment which, some argue, might actually increase more physical play resulting in head injury? After completing

research, I could create an informative video arguing for one side or the other (protective headgear or not) or a website explaining the different sides to the argument, so that the public can make informed decisions based on research.

Students are encouraged to discuss their movement project with the course instructor. Each student will present their project to the class at the end of the semester.

Assessment of the movement project will be based on the following:

A Exceptional quality. Literature review is comprehensive, highly organized by (sub)topics, and uses clear writing. Very clear connection between literature review and final project. Purpose of project is clearly stated and rationale is explained. Content and presentation of final project are highly relevant and fully support stated purpose of project. Final project and literature review are well-polished, free from grammatical errors, and properly cited throughout. All reference requirements are fully met.

B Very good quality. Literature review is comprehensive, very organized and uses clear writing. Clear connection between literature review and final project. Purpose of project is clearly stated and rationale is explained. Content and presentation of final project are relevant and strongly support stated purpose of project. Final project and literature review are polished, with very few grammatical errors, and include proper citations throughout. Reference requirements are mostly met.

C Average quality. Literature review is somewhat comprehensive and organized, and writing is understandable. A mediocre connection is evident between the literature review and the final project. Purpose of the project is stated. Content and presentation of final project are relevant and support stated purpose of project. Final project and literature review are of average quality, with a noticeable amount of grammatical errors, and include some citations. Reference requirements are mostly met.

D Below average quality. Literature review is incomplete. A weak connection is evident between the literature review and the final project. Purpose of the project is unclear. Content and presentation of final project are slightly relevant and provide weak support of stated purpose of project. Final project and literature review are lacking in content, need further proofreading, and are unprofessional, with little or no citations in the text. Reference requirements are not met.

F Poor quality. Literature review is incomplete and unorganized. Unacceptable academic work that shows little or no connection between the literature review and the final project. Purpose of the project is unclear. Content and presentation of the final project do not provide support to the purpose of the project. Writing quality is poor with little or no citations given. Reference requirements are not met.