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KINE 3510 Exercise Science Research Seminar Syllabus and Project

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Reflection on Kinesiology Faculty Learning Community

I participated in the Faculty Learning Community entitled, "Approaches to Teaching in Kinesiology", and completed 24 hours of contact time with other faculty and experts in the field of kinesiology. I participated in a two day retreat in which we, faculty from kinesiology, developed/revised many courses that are changing as a result of Q2S. Although input and discussion was provided for all courses, the specific courses I was responsible for during the retreat were, Medical Terminology (Kine 2200), Exercise Science Research Seminar (Kine 3510). During the retreat, research and discussion regarding appropriate text books were conducted, syllabi were created, and assignments were developed/discussed for the above classes. Medical Terminology was a new course in which we had to develop as an online course. As such, many hours were also dedicated to interacting with publication companies (Cengage and McGraw Hill) regarding the development of an online course and resources available; specifically, chapter notes, quizzes, case studies, verbal pronunciation software to measure students' ability to pronounce terms, and ensuring compatibility with Blackboard/Moodle. Prior to the retreat, I participated in a teleconference with a scholar in this area where information was provided and valuable insights on the content flow of such courses. Below are sample syllabi for a medical terminology class and a seminar class. Furthermore, a sample assignment for the seminar class is also provided.

California State University, San Bernardino
College/Department
KINE 2200 Medical Terminology , Title, Section, Quarter and
Year

Course and Instructor Information

Instructor:
Office location:
Telephone:
Email:
Office hours:
Class Days/Time:
Classroom:
Others:

Faculty Web Page (Optional)

Sample text: It is important to use descriptive links for all hyperlinks in your document. For example, instead of <http://blackboard.csusb.edu>, use visit the [California State University San Bernardino Blackboard](#) website. If you need to provide a link address for reference, please be sure to list it but disable the link, for example <http://blackboard.csusb.edu>

Course Description

Insert course description, catalog and/or departmental description here.

The study of medical terminology introduces students to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be interpreted.

Course Goals/Objectives and Student Learning Objectives/Outcomes

Course Goals/Objectives:

1. To familiarize the student with the language of medicine.
2. To introduce the Greek and Latin roots of Medical Terminology.
3. To equip the student with the ability to translate medical language.

Student Learning Objectives/Outcomes

1. Describe the origin of medical language.
2. Use basic prefixes, suffixes, and combining forms to build medical terms.
3. Identify common medical terminology related to the structure and function of the human body in health and disease.
4. Identify common symptomatic, diagnostic, operative and therapeutic terms associated with various body systems.
5. Use basic medical terminology to understand the language found in a medical record.
6. Correctly spell medical terms.
7. Correctly pronounce medical terms.

Required Texts/Readings (Potential)

Textbook

Exploring Medical Language, 10th Edition. Myrna LaFleur Brooks, RN, BEd and Danielle LaFleur Brooks, MEd, MA

Medical Terminology: Learning Through Practice 1st edition. Bostwick. McGraw Hill Education. ISBN: 978-0—7-351385-0

Medical Terminology for Health Professions, 8th edition. Schroeder. Cengage Learning.

Other readings (or recommended readings)

Include as necessary, alter heading, or delete this paragraph and heading

Other equipment requirements

Include as necessary, alter heading, or delete this paragraph and heading

Assignments

Enumerate and briefly describe assignments for the course and indicate alignment with learning outcomes. Include information about due dates and assignment weights.

1. Case studies: define terms, analyze patient cases: every 5 chapters per case study, total 3 case studies (30%)
2. Chapter quizzes, practice exercise (40%)
3. Verbal pronunciation and spelling of medical terms (30%)

Grading Policy

Specify grading policies including how grades are determined, what grades are possible, whether extra credit are available, what the penalty is for late or missed work and what constitutes a passing grade for the course.

University Policies

Instructor(s) shall refer students to the "General Regulations and Procedures" in the CSUSB Bulletin of Courses for the university's policies on course withdrawal, cheating, and plagiarism. Below are examples only.

Plagiarism and Cheating

Sample text: Students are expected to be familiar with the University's Policy on cheating and Plagiarism. Please review this at (CSUSB Bulletin, pages 51-52). "Quote here the university's policy." Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Classroom Protocol

Note expectations for participations, attendance, arrival times, behavior, safety, cell phone use, etc.

Dropping and Adding

Sample text: You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at [\(CSUSB Bulletin, pages 46-48\)](#).

Campus Policy in Compliance with the American Disabilities Act

CSUSB Syllabus Policy (2.g) states that at a minimum, each course syllabus must contain a statement of ADA compliance (below are the 2007-08 official statements for supporting students with disabilities), and the reminder that it is the student's responsibility to seek academic accommodations for a verified disability in a timely manner.

Support for Students with Disabilities

Main Campus:

If you are in need of an accommodation for a disability in order to participate in this class, please see the instructor and contact Services to Students with Disabilities at (909) 537-5238.

If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

Palm Desert Campus:

If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Rosie Garza in Services to Students with Disabilities at the Palm Desert Campus in RG-209, 760-341-2883 extension 78117, or at the San Bernardino Campus in UH-183, 909-537-5238, ssd@csusb.edu.

If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

Course Schedule

(Note: subject to change with fair notice.) List the agenda for the quarter including when and where the final exam will be held.

Date	Topics, Readings, Assignments and Deadline
Week 1	Course Navigation & Chapter 1 Word Roots <ul style="list-style-type: none"> ● Quiz 1
Week 2	Chapter 2: Prefixes & Chapter 3: Suffixes <ul style="list-style-type: none"> ● Quiz 2
Week 3	Chapter 4: The Human Body: An Orientation <ul style="list-style-type: none"> ● Quiz 3
Week 4	Chapter 5: The Integumentary System <ul style="list-style-type: none"> ● Case study 1 due
Week 5	Chapter 6: The Musculoskeletal System <ul style="list-style-type: none"> ● Quiz 4
Week 6	Chapter 7: The Nervous System <ul style="list-style-type: none"> ● Quiz 5
Week 7	Exam 1
Week 8	Chapter 8: The Sensory System <ul style="list-style-type: none"> ● Quiz 6
Week 9	Chapter 9: The Endocrine System <ul style="list-style-type: none"> ● Quiz 7
Week 10	Chapter 10: The Blood System & Chapter 11: The Cardiovascular System <ul style="list-style-type: none"> ● Case study 2 due
Week 11	Chapter 12: The Respiratory System <ul style="list-style-type: none"> ● Quiz 8
Week 12	Chapter 13: The Lymphatic System and Body Defense <ul style="list-style-type: none"> ● Quiz 9
Week 13	Chapter 14: The Digestive System and Body Metabolism <ul style="list-style-type: none"> ● Quiz 10

Week 14	Chapter 15: The Urinary System
Week 15	Chapter 16: The Male Reproductive System & Chapter 17: The Female Reproductive System <ul style="list-style-type: none">• Case study 3
Week 16	Exam 2

NOTE TO FACULTY

(Delete this section after use, and do not include in your final syllabus copy.)

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This template includes only the minimum that each course syllabus must contain as per Syllabus Policy, Section 2.

California State University, San Bernardino
College/Department
KINE 3510 Exercise Science Research Seminar, Section,
Quarter and Year

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Course Description

Discussion and critical analysis of methods in peer-reviewed articles in the area of Exercise Science.

Course Goals/Objectives and Student Learning Objectives/Outcomes

Upon successful completion of this course, students will be able to:

Learning Outcome (LO) 1. Understanding and critically analyzing research articles

LO2. Ability to present an oral argument regarding current trends in exercise science

Required Texts/Readings (note where available)

Readings

Selected articles will be provided on Blackboard.

Assignments

Participation: 10 points. Active participation is required for this class. Minus 1 point for every class missed without appropriate documentation.

Article Discussion: 5 points each, total 25 points. Five selected articles will be provided. Students will be required to critique each article and be prepared to discuss during designated class time.

Classroom Debates: 65 points. Students will be assigned to teams and topics. Each team will need to prepare to argue both sides of the debate. One week prior to the debate day, teams will be informed their respective side. Students will need to turn in worksheet (25 points) as they prepare for their debates. Debate performance worth 40 points. Debate format is shown in Table below. Grading rubric is attached in the end of the syllabus.

Round One Team One	Presentation of "Pro/positive" or "Arguments for"	5 min
Team Two	Presentation of "Con/negative" or "Arguments against"	5 min
Team Discussion Period 1	This period is used for teams to prepare their responses	4 min
Round Two Team One	Presentation of "Pro/positive" or "Arguments for"	3 min
Team Two	Presentation of "Con/negative" or "Arguments against"	3 min
Questions from audience	1 min of questions per team	2 min
Team Discussion Period 2	This period is used for teams to prepare their responses	2 min
Closing statement	Summary of debates, 2 min per team	4 min

Grading Policy

Participation	10 points	=	10%
Article Critique	5 points x 5	=	25% (5% x 5)
<u>Classroom Debates</u>	<u>65 points</u>	<u>=</u>	<u>65%</u>
Total		=	100%

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Course Schedule

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Date	Topics, Readings, Assignments and Deadline
Week 1	Introduction to research
Week 2	Navigation on how to find peer review articles
Week 3	Exercise physiology article discussion
Week 4	Biomechanics article discussion
Week 5	Motor control article discussion
Week 6	Sports nutrition article discussion
Week 7	Sports psychology article discussion
Week 8	Debate topic selection & how to debate (watch a sample video)
Week 9	Debate prep day 1
Week 10	Debate prep day 2
Week 11	Debate prep day 3
Week 12	Debate prep day 4
Week 13	Debate day 1 (2 debates per day, 4 groups)
Week 14	Debate day 2 (2 debates per day, 4 groups)
Week 15	Debate day 3 (2 debates per day, 4 groups)

Debate Rubric

Team Member Names _____

Debate Content	Points	Comments
Delivery: Team members addressed remarks to the audience in clear, loud voices.	/5	
Opening statements were well organized, complete and included three arguments	/10	
Arguments were related to peer-review evidence	/5	
Rebuttal was specific to arguments made in the opposing team's opening statement.	/5	
Summary provided and opponents' counterpoints addressed.	/5	
Answers to audience questions were well thought out.	/4	
Respect was shown throughout the debate for the opposing team. (No name calling, interruptions, etc.)	/3	
Professional attire of all members of the team	/3	
Total Points	/40	

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