



The Department of Counseling, Health and Kinesiology

EDKN 5312 Physiology of Exercise

Spring 2024: Flex II (Second 8-weeks)

COURSE INSTRUCTOR

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Please start the subject line with [EDKN 5312] e.g., “[EDKN 5312] Presentation”

COURSE INFORMATION:

- Course: EDKN 5312– 600 (24451)
- Class Time: Wednesday 5:30PM-8:15PM
- Format: Hybrid Synchronous Online
- Zoom Meeting Invitation
<https://tamusa.zoom.us/j/85960441366?pwd=qiwK3q5V04PjsO2qn57FQ5uzVK6Ibu.1>
Meeting ID: 859 6044 1366
Password: 929113
- Learning Resources:
 1. A copy of the journals will be provided by the instructor.
 2. RECOMMENDED (NOT REQUIRED) TEXTBOOK: Kenney L., Wilmore, J., & Costil, D. Physiology of Sport and Exercise (8th Edition). Human Kinetics: Champaign, IL. ISBN: 781718201729 (hard copy with online resources), 9781718210387 (ebook with online resources).

COURSE DESCRIPTION

Investigates the effects of physical exercise on the function of the human body and physiological responses to exercise that are dependent on its intensity, duration, and frequency and the physiological status of the individual and environmental circumstances.

COURSE OBJECTIVES

This course emphasizes the acquisition of theoretical and practical knowledge for graduate level students and professionals to assist them in better understanding how physiological responses to physical activity impact 1) the instructional process as it relates to physical education and 2) the management/delivery of services in fitness and rehab/clinical setting.

COURSE EXPECTATION

Students will meet each week for three hours. Prior to each class meeting time, you will be expected to complete assigned readings (articles)/writing and assignments and to participate in questions and discussions.



EVALUATION

Final grades will be determined based on the total number of points that you accumulate during the semester.

1) **Article Summary & Presentation (Total 40 points, 20 points each):**

Article Selection. An article will be assigned (or selected) to (by) one student for presentation. An article you want to present can be selected from the articles posted on the blackboard (Bb). Your article selection needs to be posted in the Discussion Board under Tread titled “Article Selection”. It’s the first come first served. DO NOT select the one somebody already selected. The due for the article selection is by **April 3rd**. You also need to indicate dates you are not available – You should explain the reason for not being available.

Article Summary. Students except the presenting student are expected to write the summary (discussion) of articles (1 page limit, single space, pdf or Word file, 2pts value) and upload it to the Assignment dropbox, the title of **Article #** under the folder “**Article Summary**” on Bb by the due date (**5 pm on the presentation date**). A total of 10 summaries are expected to be submitted (You do not have to write a summary of the article you present, but you should write a summary of Dr. Park’s article, #00).

Article Presentation. It should be about **45 minutes, 30 minutes of presentation, and 10 minutes of Q&A and discussion**. A presenter will lead it with the assumption of being the first or corresponding author of the article presented.

Grading Guidelines for Article Summary, Presentation, and Participation are attached as Appendix 1. at the end of the syllabus.

- 2) **Writing Assignment (Review paper, 20 points):** Students are expected to write a review paper. “The purpose of a review paper is to succinctly review recent progress in a particular topic. Overall, the paper summarizes the current state of knowledge of the topic. It creates an understanding of the topic for the reader by discussing the findings presented in recent research papers.” cited by [University of Wisconsin La Cross](#) and refer to this link for the details. **Double-space, follow the APA manual, Maximum 10 pages (no minimum pages) including title, a body of text, and references (at least 3 from the article or journal not from the internet resources)**. Students can pick any topic closely related to this class (No approval from the instructor is required)
- 3) **Examination (20 points):** Students are expected to take an exam to evaluate their understanding of exercise physiology knowledge learning from the pre-recorded lectures and lectures given by Dr. Park in the class. It consists of multiple choices, simple answers, and short essays. It is a synchronous online exam that requires the Lockdown browser and monitor (online proctor app). It is a timed (90 minutes) exam at the designated date and time on **April 3rd starting at 5:30 PM**.
- 4) **Participation and Discussion (10 points):** Your participation in each presentation is a critical part of this course. It is required to read and understand articles related to each presentation before class. You will be graded based on your questions and comments.
- 5) **Attendances (10 points):** You will have one unexcused absence without penalty. You will have 2 points deducted for each absence if you do not attend class. You will receive an F on 3rd absence (unexcused). Perfect attendance will give you 3 pts of extra points



GRADING POLICIES

- Article Presentation = 20 pts
- Article Summary (Report) = 20 pts (2 pts for each summary)
- Writing Assignment (Review) = 20 pts
- Examination = 20 pts
- Class participation = 10 pts
- Attendance = 10 pts
- **Total = 100 pts**

Extra Credit Opportunities: Perfect attendance (3pts); Perfect Article Summary (3pts); Outstanding Presentation and Participation (4pts, 2pts each)

Grading Scale (No Curve!): At the conclusion of the course, the A-F grades will be determined based on your total points earned throughout the semester according to the following scale:

A: 90-100 pts; B: 80-89 pts; C: 70-79 pts; D: 60-69 pts; F: 59 pts or less

A grade of “C” or better must be earned in this course to satisfy Kinesiology requirements. Majors who do not earn a grade of “C” or better will be required to repeat the course. I will round up your grade. If you earn an 89.5, then you earn an A.

No changes to your final grade will occur once a class has ended unless I have made a mistake. You are allowed to follow your grade throughout the semester thus you should not be surprised with the grade you earn. There are no exceptions (eligibility, financial aid, etc.).

Your final letter grade will be posted on the Bb by **May 3rd, Friday to confirm it** before the official submission of your grade to the university. You must contact me immediately if you have **any questions about your grade or want to appeal no later than May 7th, Tuesday. If you do not contact me by May 7th, it is considered that you confirm your final grade.**

There is no make-up work opportunity after the final grade is posted on the Bb!

COURSE POLICIES

Attendance:

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This course is offered through an online platform on Blackboard. We will meet weekly for a synchronous class to enable students to personally experience several different types of online learning activities. All synchronous classes will be recorded and uploaded to Blackboard for asynchronous viewing if needed.

The student is expected to participate in all class activities including exams and assignments.

It is the responsibility of the student to inform each instructor of absences. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor will recommend the student to drop the course. It is important to understand that class attendance can be used by the instructor as one criterion for



grading; Time spent on Blackboard (monitored by the professor). A student who enrolls for a course and then does not attend is considered absent from class until the student officially drops the course.

Absence: You will have one unexcused absence without penalty. You will have 2 points deducted for each absence if you do not attend class. You will receive an F on 3rd absence (unexcused).

Student Requirements: At the conclusion of the course, the A-F grades will be determined based on your total points earned throughout the semester according to the following scale:

1. Online participation:

- a. Students are expected to demonstrate active participation via online class discussions, assignments, and activities.
- b. Class participation is an expectation and includes being on time and ready for active engagement in online discussions.

2. Planning and Preparation: Success in this course demands that reading assignments are completed before class begins to:

- a. develop an in-depth understanding of the content, and
- b. promote familiarity with concepts that will facilitate effective participation in classroom activities.

3. Projects and Activities: Active participation is expected in class activities to organize, plan, develop, and present projects of high quality in class in collaboration with classmates.

4. Professionalism and Respect: Substantially, successfully, and equally contribute to the planning, organization, and completion of individual/group assignments and projects.

Professional Dispositions: Your professional dispositions will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and instructors on campus and with students and teachers in school settings.

Late Work Policy: Any assignments not turned in by the date due will NOT be accepted later.

Assignment Submission: All assignments must be neatly typed. **The content of tests and assignments will be evaluated based on the level of higher-order thinking skills** demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard, and the expectations explained in class. **All assignments must be submitted through Blackboard** unless otherwise specified by the instructor. **Please submit assignments in the following format:**

“First and lastname_assignmentname(number).doc”

Communication Skills: All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

Efficient email Communication: Be sure to let me know which class you are referring to, what assignment or test you are addressing, etc.; in other words, be sure to be specific. You can put it in the subject line. If you are writing to me and are replying to an older correspondence, *be sure to change the subject*



line to reflect the new correspondence! I am teaching several classes, many at capacity, so the clearer you are the faster you will get an answer.

Netiquette: 15 Essential Netiquette Guidelines to Consider in Online Learning

- Before posting your question to a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts, or pictures.
- Don't type in ALL CAPS! If you do it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully, and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Source: <https://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html>

Scholastic Integrity: As a member of an academic community, students at Texas A&M University-San Antonio are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, be self-directed, and be able to manage their affairs. Students who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the Texas A&M University-San Antonio Code of Conduct.

Texas A&M University-San Antonio faculty has the discretion to impose grade penalties as deemed necessary. Faculty members are required to report such serious breaches of academic honesty to their chair, their dean, and the Office of Student Rights and Responsibilities. In cases of academic misconduct, students may be subject not only to grade sanctions in courses but to disciplinary action. Grade sanctions may be imposed only by faculty members, but suspension or expulsion may be imposed only by the Vice President for Student Affairs.

According to the Student Code of Conduct, the following are violations of Academic misconduct: Cheating, Plagiarism, Multiple Submissions, Collusion, Lying, and Bribery.



For more information, please refer to the [Texas A&M University-San Antonio Handbook](#)_under Academic Policies: Violations of Academic Conduct.

Definitions:

1. **Bribery:** Providing, offering, or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
2. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
 - a. Copying from another student’s paper or receiving unauthorized assistance during an assignment, quiz, test, or examination;
 - b. Having another person other than oneself attempt to complete an assignment or exam.
 - c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
 - d. Unauthorized collaboration on assignments and exams;
 - e. Using unauthorized assistance such as books, notes or other devices (e.g. calculators, cell phones, or computers, etc.);
 - f. Using, Selling, giving, or exchanging completed exams to a student who has not yet taken the test;
3. **Collusion:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. This includes but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.
4. **Lying:** The deliberate falsification with the intent to deceive in a written or verbal form as it applies to an academic submission

TEXAS A&M SAN ANTONIO POLICY STATEMENTS

Students With Disabilities: Disability Support Services (DSS) provides innovative services for students with disabilities that empower and inspire student learning, development, and independence by facilitating equal access through reasonable and appropriate accommodations. DSS collaborates with the diverse Texas A&M University-San Antonio campus community to offer guidance, support, and advocacy promoting equality for all. For more information please call (210) 784 – 1335 or visit our website at <http://www.tamusa.edu/Disability-Support-Services/index.html>

Pregnancy, Pregnancy-Related, & Parenting Accommodations: For pregnant and parenting students: Under Title IX, a student’s absences due to pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these are excused for as long as the student’s doctor deems the absences to be medically necessary. When the student returns to school, the student will return to the same academic and extracurricular status as before the medical leave began. New mothers are afforded reasonable break periods during programs or activities, including classes, to express milk or nurse as necessary. For private areas of expression, visit the Title IX website at: <http://bit.ly.tamusatitleix>

Pregnant or parenting students seeking academic interim measures must complete the online Pregnancy & Parenting Information Form. Once the form is completed, a staff member from the Dean of Students office will contact students regarding their request.



MANDATORY COURSE EVALUATION PERIOD

Attendance: Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Texas A&M- San Antonio's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for the observance of religious holy days; or military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Scholastic Dishonesty: Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements, and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of an alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on a particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation. All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

Sexual Misconduct: A form of sex discrimination. Includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or other verbal, non-verbal, or physical conduct of a sexual nature constitute sexual harassment when this conduct is so severe, persistent, or pervasive that expressly or implicitly affects an individual's employment, unreasonably interferes with an individual's work or educational performance, or creates an intimidating or hostile work, educational, or campus living environment. Unwelcome means that an individual did not request or invite it and considers the conduct to be undesirable or offensive. Submission to the conduct or failure to complain does not always mean that the conduct was welcome. Sexual harassment may be quid pro quo ("this for that") or may constitute a hostile environment. Sexual harassment includes non-consensual sexual contact, sexual assault, sexual exploitation, stalking, dating violence, and domestic violence when based on sex.

Course Drops: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.



Student Services:

Student Success Center
Student.Success@tamusa.edu
(210) 784-1307

Academic Advising
<https://www.tamusa.edu/undergraduate-academic-advising/>
(210) 784.1307

University Library
<https://www.tamusa.edu/library/index.html>
(210)784-1500

Counseling & Wellness
<https://www.tamusa.edu/studentengagementsuccess/studentcounseling/index.html>
(210) 784-1331

Registrar
<https://www.tamusa.edu/registrar/index.html>
(210) 784-1300

Tutoring Services
<https://www.tamusa.edu/academic-affairs/student-academic-success-center/tutoringservices/index.html>
(210) 784-1332

Library Support for COEHD Programs & Courses: The [A&M-SA Library](#) provides access to thousands of research and learning materials for COEHD students, faculty, and staff. These resources are mainly provided in electronic format and are accessible 24/7/365 with Jaguar log-in credentials. They include, but are not limited to, scholarly academic journals, professional publications, newspapers, ebooks, streaming video, and curated web resources. Additionally, there is a smaller physical collection, study space, and computer access available in CAB 202. Two unique physical collections housed in CAB 202 are the curriculum materials (sample textbooks, teachers' guides, activity guides, manipulatives, models, classroom reading collections, educational games, etc.) and the children's literature collection. These materials are available for checkout and can be used by students in lesson planning and their clinical school placements.

[Education Librarian Kimberly Grotewold](#) is available to assist with finding, accessing, evaluating, and effectively using relevant library resources and other information. She has developed subject, topic, and course-specific research guides that are linked into Blackboard (under Campus Resources in the left menu) and are accessible through the [Library's website](#) under the Research Guides link. If you have questions, concerns, or need help, please contact her through email at kimberly.grotewold@tamusa.edu; via phone: (210) 784-1519; or request an appointment using her [online scheduling calendar](#).

Counseling Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University–San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM, Monday – Friday. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student’s academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM, Monday – Friday, to be seen by a clinician. For after-hours support, please call 210-784-1331. Please contact UPD at 911 if harm to self or harm to others is imminent.

TENTATIVE SCHEDULE & ORDER OF TOPICS

Date	Topic	Due
3/20/24 (Wed)	Introduction & Syllabus	
3/27/24 (Wed)	Article Presentation by Dr. Park	Article #0 Summary Due by 5PM
4/3/24 (Wed)	Lecture: Summary of prerecorded lectures	
4/10/24 (Wed)	Exam	
4/17/24 (Wed)	Article Presentation #1, 2, 3, 4, & 5	Article Summary Due by 5PM
4/24/24 (Wed)	Article Presentation #6, 7, 8, 9 & 10	Article Summary Due by 5PM
4/29/24 (Mon)	End of Spring Flex II	Writing Assignment Due by 11:59PM

Note: This information is designed to help the course run smoothly. The instructor reserves the right to make additions and adjustments as necessary.

OTHER IMPORTANT DATES:

March 18	Monday	First class day
March 25	Monday	Last day to register for Spring Flex II Session
March 25	Monday	Census date
March 26	Tuesday	Drop for non-payment
March 29	Friday	Study day - no classes
April 15	Monday	Last day to drop with an automatic "W"
April 18	Thursday	Last day to withdraw from the university
April 29	Monday	Last day of scheduled classes
April 29	Monday	Final examinations
April 29	Monday	End of Spring Flex II

Appendix 1.

Grading Guidelines for Article Presentation, Report, and Participation

50% of your final grade will be determined by the following three factors.

Summary – required by all students except presenters, **20%**.

Presentations – each student must present once during the semester, **20%**.

Participation & Discussions – each student will be expected to participate in discussions in each article, **10%**.

SUMMARY:

The research review articles should be made available to students. Students will be expected to read and evaluate each assigned paper and submit the report via Blackboard (“Article Summary” folder) by the day of the presentation, Wednesday 5:00 PM. Late reports will not be accepted. Each report will be worth a total of 2 points as outlined below. These typewritten reports will be a maximum length of one page (single-spaced, 12 point font, with 1” margins all around). In each report, the following issues should be addressed:

- (0.4 points) State the **major hypothesis** to be tested.
- (0.8 points) Select a **key experiment** presented in the research paper and briefly discuss each of the following
 - What were the controls for that particular experiment and were they adequate?
 - Explain the basic results of that experiment
 - What do the authors infer from these data?
- (0.8 points) State how the **major findings** in the paper changed thinking in the field or describe what you believe to be an **important defect** (unsupported assumption or misinterpretation) in the paper.

PRESENTATIONS:

Presentations will be worth a maximum of 20 points with the mentor assigning a grade according to the following criteria

0 – 12: Presenter has not read or does not understand the paper

12 – 14: Presenter has read the paper and understands the basics

14 – 16: Presenter provides adequate background and describes the experiments accurately

16 – 18: Presenter provides an adequate background, describes the experiments accurately, and involves the class in discussion.

18 – 20: Presenter describes the experiments accurately, involves the class in discussion, brings the class to understand the strengths and weaknesses of the paper, and integrates the findings from the paper into the larger context of the field.

**** Well cover background information for the audience’s understanding**

PARTICIPATION & DISCUSSIONS:

Students will be graded a maximum of 10 points for their participation in discussion according to the following criteria:

0 – 6: Student shows no evidence of having read the paper or has read the paper superficially

6 – 7: Student participates somewhat in discussion of the paper

7 – 8: Student actively participates in discussion of paper

8 – 9: Student initiates a topic of discussion concerning a strength, weakness, or interpretation.

10 : Student initiates several topics for discussion and participates fully.