

Acknowledgement of Indigenous Peoples and Traditional Territories:

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of Credit First Nation, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

School of Kinesiology and Health Science, Faculty of Health, York University

SOCIO-CULTURAL PERSPECTIVES IN KINESIOLOGY

Course: HH/KINE 1000 6.0 (Sections A and B)
Course Webpage: <https://eclass.yorku.ca/course/view.php?id=79492>
Term: Fall and Winter Terms 2022-23
Time/Location: Lectures Section A M and W 8:30 – 9:20am CLH L
Section B M and W 9:30 – 10:20am CLH L
Tutorials Weekly one-hour tutorial on Mon-Thurs from 8:30 – 2:30pm
Please refer to your official timetable for tutorial location

Course Coordinator and

Course Director:

Prof. Hernán E. Humaña
(416) 736-2100 ext. 66910
358 Stong College
Email: hhumana@yorku.ca
Office Hours: By appointment only

Course Director:

Dr. Parissa Safai
(416) 736-2100 ext. 23040
335 Bethune College
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Course Director:

Dr. Yuka Nakamura
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349 Bethune College
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Tutorial Coordinator:

Dr. Nick Ashby
306 Stong College
Email: ashby@yorku.ca

Administration Teaching Assistant:

TBD
Email: TBD

Tutorial Leaders (TLs):

TLs' office hours and office locations posted on the door of 306 Stong College. Names, tutorials, and contact information will be posted on eClass.

Health and Safety Information:

In this course, all university community members must comply with York's health and safety protocols, found on the [Better Together](#) website. All are strongly encouraged to:

- wear masks while indoors on campus;
- self-screen using the [YU Screen](#) tool prior to coming to campus for any in-person activities; and
- **NOT** attend in-person activities at any of York's campuses/locations if feeling unwell or if you answer yes to any of the screening questions.

All members of the York community share in the responsibility of keeping others safe on campuses and ensuring respectful interactions with one another.

Please Take Care of You and Each Other:

We continue to deal with the impact of COVID-19 and its far-reaching consequences. Please be kind and gentle with yourselves and others. There are a number of online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place for you to start:

<https://good2talk.ca/>

<https://counselling.students.yorku.ca/>

<https://yubettertogether.info.yorku.ca>

<https://yorkinternational.yorku.ca/>

HH/KINE 1000 is deeply committed to respecting diversity, inclusivity, and equity for all. Throughout the year, we will engage in discussion and dialogue with one another about complex issues in efforts to expand our understandings of our social world. Our conversations with one another may not always be comfortable, and we may need courage, patience, forgiveness, and generosity as we engage with the texts, with our own ideas and assumptions, and with one another. Collectively, we must protect our educational space for respectful but critical interrogation of ideas, and we must protect our diversity of thought and experience as a source of knowledge and strength. Our values in KINE 1000 directly align with the University's commitment to education without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. For additional information on support, resources, and educational opportunities on equity, diversity, and inclusion at York University, please visit the Centre for Human Rights, Equity and Inclusion at:

<https://rights.info.yorku.ca/>

Expanded Course Description

KINE 1000 focuses on understanding the social body as key to the critical study of physical culture, health and human rights. Our point of departure is that no human being lives outside of society. An individual's social body is categorized and trained into socially approved roles and practices that are informed by cultural, political and historical conditions and that influence and are influenced by one's perceived gender, appearance, age, sexual orientation, race, ethnicity, ability, and class or caste.

DESTINATION GRADUATION!

**A special combined class for KINE 1000 and KINE 1020 will be held
Wednesday, September 14, 2022 from 8:30am to 10:30am in the
Tait McKenzie Main Gym**

Note: please wear non-marking shoes

Course Objectives

Following this course, students will be able to:

- Understand the concept of social construction as it pertains to physical activity, the body and health.
- Understand how power relations, privilege and stereotyping generate and perpetuate inequalities and prejudices about human bodies with respect to hegemonic societal standards of health and performance.
- Critically reflect on the nature of scientific knowledge as it pertains to the study of physical activity, body and health.
- Analyze physical activity, including sport, and health as social and historical institutions influenced by material conditions of life.
- Develop and have the opportunity to demonstrate university-level reading comprehension, critical evaluation, and writing skills.

Organization of the Course:

For 2022-23, KINE 1000 lectures and tutorials will take place in-person, on campus. Students are encouraged to attend lectures in person, as there is substantial evidence that physically attending lectures improves text/exam performance.

Lecture Slides and Recordings

Lecture presentation slides are typically posted following lecture but where possible, lecture slides will be posted prior to the lecture. Barring technical issues, lectures will be recorded whenever possible, and posted after the lecture has been delivered. Lecture slides and audio recordings are designed to supplement lecture attendance.

Tutorials

There is a mandatory weekly one-hour tutorial starting the week of September 19, 2022. Tutorials will be conducted in person. ALL submitted work for KINE 1000 must include your course section, tutorial number and tutorial leader's (TL's) name. Students are expected to prepare in advance the week's required reading(s) for discussion in tutorials. Students will be evaluated on participation in tutorials. You cannot participate if you do not attend.

Please review this syllabus carefully and the course's eClass page regularly to determine how the course content will be delivered, how tutorials and office hours will be conducted, and how assignments will be submitted. Students are responsible for being actively involved in the course, and for being regularly on eClass to ensure you have the latest information about the course. "I did not know because I was not online" or "because I did not check eClass" are not excuses that will be accepted under any circumstances for the course.

Technical Requirements for the Course:

If we are required to change to remote modes of delivery, two platforms will be used, (eClass and Zoom), through which students will interact with the course materials, the Course Directors, as well as with one another. Therefore, a computer or smart device with a camera and microphone is required to complete the course. Additional information will be provided, as needed.

Email and Office Hours

Where possible, consult the course's eClass page and course outline prior to emailing since often the information you need is there.

Email communication should be reserved primarily for issues that need to be resolved immediately. Emails should be initially directed to your Tutorial Leader. Following that, emails should be directed to the Course Coordinator, Prof. Humaña (hhumana@yorku.ca). Emailed queries on material found in the course outline and/or eClass will NOT be answered. Questions about course content should be raised in tutorials, in your tutorial's discussion forum, or via kine1000@yorku.ca.

Please ensure that email messages are professional, clear and coherent. Assume that your email will be the factor determining whether you are accepted into a professional program or hired at your dream job. Avoid text messaging terms, inappropriate language, emoticons, and poor spelling, punctuation, and grammar. Ensure that there is a proper greeting and closing to your message. Simply put, if we cannot understand your message, we will not respond to it.

Course Directors and Tutorial Leaders (TLs) will endeavor to respond to student questions, concerns, and requests for meetings as soon as is possible to the best of our ability. However, please be aware that some issues and concerns raised by students are of a more pressing nature than others, and we will respond in a way that prioritizes what we regard as the most pressing issues first. Effort will be made to respond to emails promptly, within two business days where possible. Please do NOT expect immediate responses. Emails will not be responded to during weekends.

All three Course Directors will be available for in person or virtual/online office hours by appointment only. Please email the relevant Course Director in advance to book a date/time. TLs will hold one office hour per week (in person or online). Additional TL online office hours would be by appointment only.

Course Text/Readings:

There are required readings throughout the course and the lectures will serve to enrich, clarify, and illustrate crucial issues from the assigned readings. Required readings are available in electronic format through York University's Library (YUL). In addition, persistent links to download the readings are provided through eClass. In the event that the links to the readings are not working properly, it is the student's responsibility to access the YUL system and retrieve the required reading.

This course requires students to purchase and utilize the 2022-23 Critical Skills Manual. Students are required to purchase the 2022-23 version of the Critical Skills Manual for the course. The manual will be available as a hard copy, and as a campus e book. Hard copies can be purchased by going to the Northview Print store at 2700 Steeles Avenue West, ON LAK 3C8 (east of Steeles and Keele). The e book can be purchased online <https://www.campusbookstore.com/EBooks/Book.aspx?ID=9721506> for \$20 + tax.

Consult the Lecture and Required Reading Schedule (see below) for dates of required readings.

Course Policies and Procedures

Copyright Information

These course materials are designed for use as part of the HH/KINE 1000 course at York University and are the intellectual property of the instructors unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a violation of Copyright law. The buying and selling of any course material (including lecture slides, evaluation items, etc.) may constitute an infringement of

intellectual property rights and/or a breach of Academic Honesty. Additional information on Student Rights and Responsibilities can be found at [here](#).

HH/KINE 1000 adopts a zero-tolerance policy with regard to Breach of Academic Honesty. In efforts to help maintain academic integrity to the fullest extent possible, please familiarize yourself with the University's [Senate Policy on Academic Honesty](#). Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches can be punishable according to information that can be found on the Faculty of Health's [Academic Integrity Tutorial](#).

To protect further against plagiarism, students will be required to submit their written assignments to Turnitin (via the course's eClass page) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. Instructions for submission to Turnitin will be provided on eClass. Please follow the instructions closely prior to submitting your work to Turnitin as you will only get ONE chance to submit your work. If you prefer not to submit to Turnitin, you must contact the Course Coordinator 14 days before the assignment deadline, submit all draft copies, write an Annotated Bibliography of all the references used, and be prepared for an oral presentation and defence of your work.

Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York University. Assignments will bear either a letter grade designation or a corresponding number grade. For a full description of York's grading system, see the York University Undergraduate Calendar. Final course letter grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Lateness Penalties

- **12:00 pm on the due date: late but no penalty**
- **After 12:00 pm on the due date: 20% grade reduction**
- **After 4:30pm on the day after the due date: zero (0%)**
- **ASSIGNMENT DUE DATES AND TIMES ARE STRICTLY UPHELD.**

Assignments submitted without formal documentation later than 4:30 PM EDT/EST on the due date will NOT be marked at all and will automatically receive a grade of zero (0). Formal documentation includes, but is not limited to, a doctor's note, court-date note, or by other official documentation detailing a serious matter. For doctor's notes, only the York University's Attending Physician Statement found on York's Registrar site, will be accepted. Documentation must be included with the assignment and the assignment must be submitted as soon as possible. If you anticipate not being able to hand in your assignment for more than two weeks from the due date for medical reasons, or for some other serious matter, you must contact the Course Coordinator immediately via email in addition to providing formal documentation. Please do **NOT** ask for extensions as extensions will **NOT** be granted.

Appeals Process

If you believe that your assignment should be re-evaluated, explain why in a one-page (max) letter to Tutorial Coordinator Dr. Nick Ashby. You must email your letter and a e-copy of your graded work to Dr. Ashby (ashby@yorku.ca) by the specified deadline. The appeals submission deadline is Monday, April 3, 2023 by 11:59 AM EDT. Please note that the grade for reassessed assignments may go up, down or remain the same.

Appeals submitted after this deadline will NOT be accepted. **APPEALS PROCESS DECISIONS ARE FINAL.**

Missed In-Tutorial Tests Policy/Procedure

- Tutorial leaders will forward the names of students who have missed in-tutorial tests to the Course Coordinator. Only students whose names have been forwarded to the Course Coordinator by their Tutorial Leader will be allowed to sit the make-up test. Only ONE make-up in-tutorial test opportunity will be offered. You must be available to write the make-up in-tutorial test. No exceptions will be made for any student.
- Official documentation is NOT required.
- Missed in-tutorial tests in the Fall term must be made up during the Fall make-up in-tutorial test.
 - Missed in-tutorial tests from Fall term: **CUMULATIVE** (Tests 1 & 2) make up test on January 20, 2023.
- Missed in-tutorial test in the Winter term must be made up during the Winter make-up in-tutorial test.
 - Missed in-tutorial tests from Winter term: **CUMULATIVE** (all 3 tests) make up test on February 17, 2023.
- The location of the make-up in-tutorial test will be posted on the course eClass page. Students are responsible for checking eClass regularly to find the test location.
- Students who do not write the make-up in-tutorial test on the specified date for the term will receive a zero (0) for any and every missed in-tutorial test in that term.

Missed Final (April) Exam Policy/Procedure

- Students must request permission from the Course Coordinator to attend the make-up final exam. The opportunity to sit the make-up final exam is **NOT** guaranteed.
- Only ONE make-up final exam will be offered (date TBD). You must be available to write the make-up final exam on the designated date. No exceptions will be made for any student.
- Please note that the Course Directors reserve the right to change the format of the make-up exams. Very late extensions or accommodations for the final exam will require students to submit a formal petition to the Faculty of Health.

Lecture and Required Reading Schedule

Date	Lecture and Required Reading(s)	Notes
Sept 7	Welcome and Housekeeping (HH)	
Sept 12	Foundations of Learning: Transition to University (HH)	
Sept 14	Destination Graduation (HH, PS, YN)	Location: Tait
Sept 19/21	What is Kinesiology? (PS) Pronger, B. (1995). Rendering the body: The implicit lessons of gross anatomy. <i>Quest</i> , 47(4), 427-446.	
Sept 26/28	Power and the Social Body (HH) Collins. P.H. (1993). Toward a new vision: Race, class, and gender as categories of analysis and connection. <i>Race, Sex, & Class</i> , 1(1), 25-46.	
Oct 3/5	Critical Thinking and Thinking Critically (YN) Bloch, G., & Rozmovits, G. (2021). Implementing social interventions in primary care. <i>CMAJ</i> , 193(44), E1696-E1701. DOI: 10.1503/cmaj.210229 Freedom, E.K. (2021, December 22). Why I stand up for freedom around the world. <i>Time</i> . Paradkar, S. (2020, June 28). Dear brown people: I'm about to wash some dirty linen in public. Consider this an overdue act of tough love [Electronic version]. <i>Toronto Star</i> .	
Oct 8 -14	Fall Reading Week	No Classes; University is open
Oct 17	Foundations of Learning: Mental Health Resources (HH)	
Oct 19	Foundations of Learning: Technology and Academic Integrity (PS)	
Oct 24/26	Social Class and Social Determinants of Health (PS) Tirado, L. (2014, Sept. 21). 'Poor people don't plan long-term. We'll just get our hearts broken. <i>The Guardian</i> . Retrieved from https://www.theguardian.com/society/2014/sep/21/linda-tirado-poverty-hand-to-mouth-extract	
Oct 31 and Nov 2	Race and Racism (YN) Sandrin, R., & Palys, T. (2022). The Hat-Trick of Racism: Examining BIPOC Hockey Players' Experiences in Canada's Game, <i>Sociology of Sport Journal</i> , 39(3), 278-286.	
Nov 7/9	Intersectionality Unit: Health Inequity and COVID-19 (PS) Mawani, R. (2020). A historical account of the pandemic: Health, colonialism and racism in Canada. In F. Henry & C. James' (Eds). <i>Impacts of COVID-19 in Racialized Communities</i> . (pp. 56-61). Royal Society of Canada. Retrieved from: https://rsc-src.ca/sites/default/files/RC%20PB_EN%20FINAL_0.pdf	
Nov 14/16	Age and Ageing (YN) Allain, K. A. (2020). 'They are used to the traditional ways of doing things': Older men's experiences of curling's new rationality. <i>Sociology of Sport Journal</i> , 37, 47-56.	
Nov 21/23	Media and Representation in Sport (HH) Fink, J.S. (2015). Female athletes, women's sport and the sport media commercial complex: have we really 'come a long way, baby'? <i>Sport Management Review</i> , 18(3), 331 -342.	
Nov 28/30	Social Construction of Disease and its Impact on (Dis)ability (PS) Maika, M. and Danylchuk, K. (2016). Representing Paralympians: The 'Other' Athletes in Canadian Print Media Coverage of London 2012. <i>The International Journal of the History of Sport</i> , 33(4), 401-417.	
Dec 5	Fall Term Review (PS)	
Dec 8 - 23	December Exam Period	
Jan 9	Welcome Back and Housekeeping (HH)	
Jan 11	Foundations of Learning: Writing Process (NA)	

Jan 16/18	Technology and Health (PS) McCartney, M. (2019, January 4). Don't fall prey to the cult of wellness. <i>The Globe and Mail</i> [Electronic version].	
Jan 23/25	Reading the Body (YN) Gimlin, D. (2000). Cosmetic surgery: Beauty as commodity. <i>Qualitative Sociology</i> , 23, 1, 77-98.	
Jan 30/feb1	Sex and Gender (HH) Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. <i>Signs: Journal of Women in Culture and Society</i> , 16(3), 485-501. Messner, M. (2000). Barbie Girls versus Sea Monsters: Children constructing gender. <i>Gender & Society</i> , 14(6), 765-784.	
Feb 6/8	Whose Knowledge Counts? (YN) Batelaan, K. (2022). 'It's not the science we distrust; it's the scientists': Reframing the anti-vaccination movement within Black communities. <i>Global Public Health</i> , 17(6), 1099-1112. BBC Reel (2020.). Henrietta Lacks: The 'immortal' cells that changed the world – BBC REEL [Video]. Retrieved from https://www.youtube.com/watch?v=pgB1IqGp8BE	
Feb 13/15	Sexuality and Heteronormativity (HH) Lucyk, K. (2011). Don't be gay, dude! How the institution of sport reinforces homophobia. <i>Constellations</i> , 2(2), 66-80.	
Feb 18 - 24	Winter Reading Week	No Classes; university open (exception of Feb 20: University closed)
Feb 27/ Mar 1	Intersectionality Unit: Ethics of Sex Texting (YN) Mahomed, S. & Dhali, A. (2019) Global injustice in sport: The Caster Semenya ordeal - prejudice, discrimination and racial bias. <i>S African Medical Journal</i> , 109(8): 548-551	
Mar 6/8	Indigenous Sport and Health (PS; guest lecture) McGuire-Adams, T.D., & Giles, A.R. (2018). Anishinaabekweg Dibaaijowinan (Stories) of decolonization through running. <i>Sociology of Sport Journal</i> , 35, 3, 207-215.	
Mar 13/15	Intersectionality Unit: Food Justice (YN) Cairns, K., Johnston, J. & MacKendrick, N. (2013). Feeding the 'organic child': Mothering through ethical consumption. <i>Journal of Consumer Culture</i> . 13(2): 97-118.	
Mar 20/22	Sport and Development (YN) Tiessen, R. (2011). Global subjects or objects of globalisation? The promotion of global citizenship in organisations offering sport for development and/or peace programmes. <i>Third World Quarterly</i> , 32(3), 571-587.	
Mar 27/29	Privilege (HH) McIntosh, P. (1988). <i>White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies</i> . Wellesley, MA: Center for Research on Women, Wellesley College. Retrieved from http://nationalseedproject.org/images/documents/White_Privilege_and_Male_Privilege_Personal_Account-Peggy_McIntosh.pdf	
Apr 3/5	Sport, Human Rights and Transformation (HH) Humana, H. (2016). <i>Playing Under the Gun: An Athlete's Tale of Survival in 1970s Chile</i> (pp. 1-5, 76-83, 92-95, 145-153, 184-186). Toronto, ON: Aconcagua Publishing.	
April 10	Winter Term Review (PS)	
Apr 12-27	Final Exam Period	

Course Evaluation

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
SPARK Academic Integrity Module	5% (upon receiving 100% score on Module)	By no later than Thursday, September 30, 2022, 11:59 PM EDT
Short Essay: Your Body and Society	10%	Monday Oct 24, 2022, by 09:00 AM EDT
Critical Reflection Essay	20%	Monday Feb 27, 2023, by 09:00 AM EST
Tutorial Attendance and participation	10%	Grade calculated following final tutorial of winter term
In Tutorial Tests	30% (3x10%)	Week of October 17 Week of November 14 Week of January 16
Final (April) Exam	25%	Date and Time TBD

Course Evaluation Items

SPARK Academic Integrity Module

DUE: By Friday day, Sept. 30, 2022, 11:59PM EDT

In efforts to help maintain academic integrity to the fullest extent possible, students are required to familiarize themselves with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. The link to the SPARK Academic Integrity module can be found here:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>. By no later than Friday, September 30, 2022, 11:59PM EDT, students must complete the SPARK Academic Integrity quiz within eClass. The deadline for this assessment item will NOT be extended under any circumstance. You must pass the quiz with a perfect score of 100%. You will not receive any grades from the Fall term until you complete the SPARK Academic Integrity quiz with a perfect score. The completion of the SPARK Academic Integrity quiz indicates that you have read, understood and agree with York University's policies about plagiarism and the penalties for plagiarism.

Short Essay: Your Body and Society

DUE: Monday October 24th, 2022 by 09:00AM EDT via Turnitin (see important note below)

Worth: 10% of final grade

Length: 4 pages double-spaced, running header, 12pt Times New Roman, one-inch margins all around, numbered pages, paragraphing, short introduction and conclusion required, no underlining or boldface, no direct quotations or close paraphrase, no research required but you are allowed to use concepts that you have learned in the course, length limit strictly observed – your essay will not be read beyond the first four pages and the grade will be based solely on these four pages.

Grading criteria: Clear, well-argued thesis; effective organization of information in the body of the essay; grammar, spelling, vocabulary, and presentation/format

Instructions: We have all heard expressions such as “first impressions are important,” and “we are judged (even by ourselves) on appearances.” Such judgments (values) are not limited to how our bodies look when standing in front of a mirror, but also to how we dress our bodies and move them in social spaces.

Drawing on your own experiences of how others (and/or yourself) relate to you because of your body: 1) describe some of the judgments (positive and/or negative) people (or yourself) make about you based on the way your body looks (this can include features of your body, the way you move your body, or how you dress or

present your body). Next, 2) reflect on your description in 1) and develop a thesis about where these judgments come from – does your body itself cause others (or yourself) to judge you thus? If so, how? If not, how does your body come to be judged by yourself and/or others in this/these way/s?

Please note: You are allowed to use personal pronouns, but standard thesis-based essay structure applies. You must indicate your thesis in a short introductory paragraph, and then dedicate the body paragraphs of your essay to accomplishing 1) and 2) (see above). Finish your essay with a short conclusion paragraph in which you summarize the main point or message that your essay conveys. If you are unsure about how to write a thesis-based essay, consult the chapter on essays in your *Critical Skills Manual*, or consult university resources such as SPARK.

IMPORTANT NOTE: You must submit your completed essay to Turnitin.com via the eClass link by 0900 EDT/EST on the due date. Late papers will not be read.

Critical Reflection Essay: KINE1000 and your Professional Life
DUE: Monday February 28, 2022 by 09:00 AM EDT via Turnitin
Worth: 20% of final grade

Length: 7 pages in total: six pages of writing (double spaced) + one-page APA references list (double spaced)
Your paper will not be read beyond the first seven pages and the grade will be based on these pages.

Grading criteria: 12 marks for a clear, well-presented essay with insightful discussion; 8 marks for correctly presented APA in-text citations and references list (7th edition APA style required)

Format: 12pt Times New Roman, running header, double line spacing, numbered pages, one-inch page margins, paragraphing required, no direct quotation or close paraphrase, essay structure required: introductory paragraph, body paragraphs (there is no set number), conclusion paragraph

Overview: Professions in kinesiology and healthcare are increasingly calling for understanding and sensitivity to sociocultural issues among practitioners, in order to deliver services and care more effectively in our complex society. This assignment invites you to engage in critical reflection on how concepts and issues you have learned about in KINE1000 may have value to you in your current or future professional life in a kinesiology and/or health-related career field. This is a thesis-based essay that involves research, analysis and reflection (see instructions below).

Instructions:

1. **Investigate** kinesiology/health-related career fields. These include (but are not limited to) the following: athletic trainer, chiropractic, coaching, dentist, dietician, exercise physiologist, fitness specialist, nursing, occupational therapy, optometry, paramedic, pharmacology, phys. ed. teacher, physical therapy, psychiatry, surgeon. Pick a career field that interests you and learn about what it involves – perhaps you are considering entering the profession or you may like to know more about it.
2. **Research** problems (broadly construed) that clients/patients and/or practitioners in the profession have experienced when receiving/administering services/care. Select cases that you believe have relevance to the paradigm of our course. Your research should consist of a combination of trawling mainstream media for recent sources (e.g., newspaper articles, popular magazine articles, reports on news websites) that speak directly to these problems, and exploring scholarly peer-reviewed academic journal articles and books that speak directly and/or indirectly to these problems.
3. **Reflect** on how what you have learned in KINE1000 would be useful to you in the profession, particularly in relation to the problems you have identified during your research.
4. **Write** a six-page essay in which you 1) describe the profession, 2) explain how key course concepts have relevance to the problems you identified, and 3) in light of these problems, discuss how what you have learned in KINE1000 would be an asset to you as a practitioner and to your clients/patients in terms of the service/care they receive.

5. Use APA in-text citations for the sources you use in your essay. You are required to use a minimum of six sources, consisting of 1) two mainstream media pieces such as newspaper articles, popular magazine articles, reports on news websites (no social media or blogs allowed); 2) two peer-reviewed academic journal articles, and 3) two academic books (you may substitute one of your academic books for a government source if you wish).

6. **Create** an APA references page for the sources you cite in your essay.

IMPORTANT NOTE: You must submit your completed essay to Turnitin.com via the eClass link by 0900 EST on the due date. Late papers will not be read.

Tutorial Participation (worth 10% of final grade)

DUE: Grade will be calculated following final tutorial of Winter Term

There are twenty-two (22) fifty-minute (50-mins) mandatory weekly tutorials spread over the Fall and Winter terms, beginning in the week of Monday September 19, 2022

Tutorials are regarded as an important part of the learning process and as an essential ingredient of your degree-level education. Deep understanding comes from being able to talk with ease about ideas, concepts, theories, and arguments from the course.

Tutorials offer you the chance to learn how to articulate ideas with precision and develop your understanding of course material, to learn how to listen carefully to other students' points of view, and to learn how to think critically and make considered responses. Not only are these skills crucial to developing a genuine understanding of the course, but they are essential in order to be an active and engaged citizen as a practitioner in a kinesiology-related career field. For these reasons, attendance at tutorial is a mandatory component of the course.

Ensure that you know which course section you are in (A or B) and your tutorial number, time, and the name of your tutorial leader (these details are in your timetable). It is your responsibility to be present at tutorials punctually in order not to miss important announcements/reminders.

To be able to participate in tutorial effectively, it is essential that you have reviewed weekly lectures, read and thought about the assigned weekly readings before tutorial. If you come to tutorial without having reviewed the relevant lectures and done the readings, your comments will lack the degree of grounding in course material required and expected. Look at your schedule and assign yourself daily lecture/reading study periods to help ensure that you are prepared each week before tutorials. If you are struggling with time-management, consult SPARK, or your *Critical Skills Manual*.

Grading criteria: Each tutorial is worth an equal portion of 10% of the final course grade (i.e., 0.455%). However, while tutorial attendance each week is a necessary condition for earning the weekly 0.455%, it is not a sufficient condition. **Mere tutorial attendance will not earn any marks.** To earn the 0.455% each week, in addition to being present at tutorial for its duration, one must also have prepared in advance to contribute to tutorial discussion and to engage in any tutorial activities that may be assigned. Moreover, at the end of each weekly tutorial, one must email one or two brief lines of feedback on the weekly course material to one's tutorial leader – for example, this could consist of a brief observation about the relevance of weekly course material to one's own life or to a contemporary development or issue in society, or it could be an expression of confusion or a request for clarification if one is having difficulty grasping a key concept. Emailed tutorial feedback will not count towards the weekly 0.455% if 1) the student was absent from tutorial during the week to which the feedback pertains, or if 2) the student displayed lack of preparation for tutorial, or if 3) the feedback is emailed later than 30 minutes

after the official end of the tutorial. In other words, only 1) attendance at tutorial each week together with 2) prior preparation and 3) timely weekly emailed feedback will earn the 0.455% each week. **All three conditions must be met each week in order to earn the tutorial mark.** If you anticipate being absent from tutorial for legitimate reasons for more than two consecutive weeks, you need to submit your documentation together with a letter of explanation to the Course Coordinator prior to the anticipated absence.

Absence: Contact the Tutorial Leader, preferably in advance, with an explanation of the absence. If the TL is not notified and not provided an explanation of the absence, the student will automatically lose the tutorial grade for that week.

Note: You will NOT be informed of your final tutorial mark by your tutorial leader. At the end of the course your TL will simply calculate your overall marks and submit them for processing.

Three In-Tutorial Quizzes (3x10% = 30%)

There will be 3 multiple choice quizzes completed, in person, during students' scheduled tutorial time. Students will be tested on both assigned readings and lecture material.

Final (April) Exam (worth 25% of final grade)

There will be a final exam during the April exam period (exact date and time TBD). The final exam is cumulative and cover material from the Fall and Winter term lectures and required readings. Exams will be administered at a specific date and time determined by the Registrar's Office. The format for the exams may include multiple choice and/or short answer questions and/or essay question(s).