

University of British Columbia
School of Kinesiology
KIN 530 – Directed Studies

Supervisor
Email
Telephone #

Course Overview:

The purpose of the course is to provide an opportunity for graduate students to undertake independent study, under the direction of a KIN faculty member, in a subject area of interest to them. Topics of interest are selected by the student. Applications for this course must be made by filling out and providing a completed Directed Studies Contract to the Program Supervisor. Hand-written contracts will not be accepted. Students will conduct a review of the scientific literature revolving around a question and research paper on the topic. The written work can also make reference to field observations and/or research completed by the student, but these components are not required. The KIN 530 Directed Studies course should not duplicate material covered in other Kinesiology courses. Approval must be granted by your KIN 530 Supervisor (Dr. M. Gallo) and Graduate Advisor before the start of the course. (Refer to Graduate Forms, <http://kin.educ.ubc.ca>)

Course Requirements:

- Discussion of topic selected with Supervisor at the start of the term.
- Table of Contents/Outline submitted to Supervisor two weeks into term
- Mid-term check in: six weeks into the term, a first rough draft is due.
- Major Paper (Due Date: last day of classes (teaching class) for that given term, refer to Academic Calendar).

Student Expectations:

Students will be expected to dedicate approximately 120 hours of work to this course. This includes time spent meeting with their faculty supervisor, conducting the literature search, any fieldwork and/or research activities performed (if applicable), and writing up the review. Weekly, or bi-weekly, meetings should be set up between students and supervisors in order to discuss the topic and review progress.

Emails:

Questions through email are always welcome but please be aware that I might not be able to respond right away. It may take me up to 24hrs to respond to your email during the week and I don't check my email on weekends.

Faculty Expectations:

Directed Studies must be supervised by KIN faculty members. Although students may become involved in research activities, faculty must ensure that this course is devoted to advancing students' knowledge. Students must not be used as unpaid research assistants.

Evaluation Methods:

The following evaluation components must be completed to receive course credit.

Table of Contents/Outline	10%
Mid-term check-in	20 %
Paper	<u>70%</u>
Total	100%

Marking Process:

An electronic copy of the review will be submitted to the TurnItIn software package by the faculty supervisor. This software will be used to identify the possibility of plagiarism. Students are reminded that plagiarism constitutes serious academic misconduct and that it can result in penalties up to and including permanent withdrawal from the University. Students are encouraged to learn about what plagiarism entails and to discuss ways of avoiding it with their supervisors. If a supervisor suspects that any part of the review is plagiarized, this should be brought to the attention of the Associate Director, Graduate. Instances of plagiarism will be subject to the academic discipline procedure as outlined in the Academic Calendar under "Student Discipline".

Students should treat the formal submission of the paper as final. However, reviews that are deemed to be unacceptable for a variety of reasons may be returned to students for modifications prior to assigning a final grade.

Assessment and Evaluation tools:

Further details will be specified during the discussion of topic selection. Rubrics will be provided in that first face to face meeting at the start of the term. Samples below.

Major Research Paper:

Length of paper (quantity): difficult to specify because topics selected by the students are different. However, approximately 7,000-10,000 word paper (arial, 12 font and double-spaced) is adequate: not including title page, abstract, table of contents, reference and appendices)

Quality: ask yourself is this final product of graduate standard? (up-to-date, relevant scientific information based on peer-reviewed data). Thoroughly investigated, well-communicated but more importantly critically evaluated.

Format:

-APA (American Psychological Association) format: refer to

<http://psychology.about.com/>

-Double spaced, 12 pt times new roman or arial (font), top and bottom margins at 1", left and right margins at 1" (text justified) – as per APA standards. Include page numbers (not on title page or abstract, top right corner)

Content:

-Title Page: first page of report (on its own), it must contain (no page number):

-Running head on the top left of page (in italics)

Rest all centered, double spaced:

-Title of paper (ALL CAPS)

-“By:” Name of Student and ID Number in brackets

-“Research Paper or Written Project”

- "Submitted in fulfillment of the requirements for KIN530–Directed Studies to"
Supervisor name
- School Name, University Name
- Due date

- Abstract: on new page with running head and the page number 2 in the top right hand corner. You should also center the word *Abstract* at the top of the page. It's a brief summary, no more than 150-250 words. Refer to http://writing.wisc.edu/Handbook/presentations_abstracts.htm for advice.

- Table of Content: on new page with running head and the page number 3 in the top right hand corner.

- Paper (Body, development of ideas: divided into its sub-categories)

- References: "References" centered on new page, citations in alphabetical order, in APA or CSEP format).

- Appendix: last section, on new page Tables and Figures: one page per table or figure. Title of tables on top and title of figure below illustration.

DUE DATE: Last day of classes.

Grade Scheme:

Grades will be assigned based on the following grading scheme. In all cases marks will be rounded to the nearest percent.

Percentage Letter Grade

90-100 A+

85-89 A

80-84 A-

76-79 B+

72-75 B

68-71 B-

64-67 C+

60-63 C

55-59 C-

50-54 D

0-49 F (Fail)

Suggested Marking Guidelines

(90-100%): This grade is an indication of an outstanding piece of work. The essay is extremely well-written and organized. There is good evidence of creativity and critical analysis.

(80-89%): There exists a high level of quality throughout all aspects of the work. The essay is well-written, with only minimal typographical and editorial errors. The topic is well-researched and presented. An excellent understanding of the relevant issues is demonstrated. Very good critical thinking and/or analysis skills are evident.

(70-79%): There is generally good quality throughout the work. The essay is reasonably well-written, with only minimal typographical and minor editorial errors. The topic is adequately researched and presented. A good understanding of the relevant issues is demonstrated. Some critical thinking and/or analysis skills are evident, but the thrust of the paper is primarily descriptive.

(60-69%): There are several problems of the significance with the work. The essay likely demonstrates only marginally acceptable writing, with sufficient typographical and editorial errors to detract from the presentation. The organization of the essay is acceptable, but concrete suggestions could be made for improvements. Only a moderate understanding of the relevant issues is demonstrated. Evidence of critical thinking and/or analysis is minimal.

(50-59%): There are a number of serious flaws with the work. The essay is poorly written, with sufficient typographical and editorial errors present to significantly detract from the presentation. There may be significant concerns about the organization of the essay. Only a marginal understanding of the relevant issues is demonstrated. Evidence of critical thinking and/or analysis is minimal.

Failure (<50%): A failing grade indicates an unacceptable essay. The quality of writing is poor and there may be significant concerns about the organization of the essay. A very poor understanding of the relevant issues is demonstrated. There is little or no evidence of critical thinking and/or analysis. Often, the student has ignored or totally failed to seek help/advice from his/her advisors.

Mid-term check in (20%)

Evaluation Component	Percent of Grade
Initiative	20%
Comprehension and analysis of literature	20%
Organization	20%
Dedication and Perseverance (work habits)	20%
Infrastructure of paper - content	20%

Written Work (70%)

Evaluation Component	Percent of Grade
Abstract	5%
Introduction	5%
Literature Review	20%
Materials and Methods	10%
Results	10%
Discussion	20%

Conclusions	5%
References	5%
Clarity, Grammar	20%

Sample Marking Rubric

This is just a guideline of how the Literature is to be marked. The Faculty Supervisor should create a rubric that is specific to the task at hand.

Criteria	10-8 Points	7-6 Points	5-4 Points	3-1 Point	0 Points
Introduction and Overview	Identifies a relevant research issue that is succinctly stated, with well-defined terms and concepts	Articulates a reasonable topic, with some constructs and variables appropriately chosen and defined	The information provided is too broad and the descriptions fail to establish the underlying issues	Introduction is barely more than a simple statement of the problem, significance, purpose, and definitions	Introduction fails to adequately discuss the purpose, rationale or underlying concepts
Review of Literature	Review provides excellent overview of the topic and provides a convincing support for the research question	Review provides a partial overview of the topic and provides some support for the purpose of the study	Review only covers a few main issues and, there is not a lot of support for the research question	Review provides an incomplete overview of the topic and the relevance to the proposed study is not clear	Review inadequately identifies the underlying issue and does not provide support for the purpose of the study
Summary and Implications	A clear understanding of the strengths, limitations, and contributions of the potential findings is presented	The discussion about the strengths, weaknesses, and implications for the proposed study strictly deals with the obvious	The pros and cons of the proposed study are not sufficiently discussed and the contribution to the field is not clear	An evaluation and application are not defined or are irrelevant to the underlying purpose of the proposed study	This discussion is missing or poorly articulated in the review
Reflection and Reasoning	The review carefully considers the application, meaning, extension, and	The reflection broadly identifies the true meaning of the research with few	There is a general attempt to reflect upon the nature of the research,	Although basic reasoning terms are introduced, the examples provided are	The review fails to reflect on the meaning or the intent of the research

	misconceptions of the topic and field of study	examples of application	although details are missing	poorly described	
Terminology	Review carefully considers terminology used throughout the term regardless of study design or approach	Review considers terms specific to the study in question, but the use of terminology is somewhat limited	Although terms are included, many terms are not defined or applied incorrectly	Only basic terminology is included without sufficient definitions and applications to the research study	The review fails to include any terms and strictly focuses on the topic of study
Criteria	4 Points	3 Points	2 Points	1 Point	0 Points
Organization	Information is very organized with well-constructed paragraphs, content follows a logical sequence which adds clarity to reader	Information is organized with well-constructed paragraphs, content flows nicely to add clarity to reader	Information is generally organized with only 1 or 2 problems, separate ideas discussed in separate paragraphs, content is generally clear	Problems with organization of information, reader must reread at times for clarity	Information is disorganized gaps in content leave reader confused
Creativity	The review was unique, stands apart from other papers and ideas are presented with creativity and flare	The review was interesting and had elements that are presented creatively	Review is nice and well put together, but is not unique and has similar components as other reviews	Added a few original touches to enhance the project but did not incorporate it throughout	Although there was some attempt to be creative, it does not work and is hard to follow
Spelling and Grammar	There are no grammatical, spelling or punctuation errors	There are 1 or 2 minor grammatical, spelling or punctuation errors	There are 3 or 4 minor errors in punctuation, grammar and/or spelling which do not break the flow for the reader	There are 1 or 2 major errors in punctuation, grammar and/or spelling which do interrupt the flow for the reader	There are a number of major errors in punctuation, grammar and/or spelling which make it difficult to read
Sources	At least 30 original, recent sources (i.e. reviewed research)	25 original, recent sources (i.e. reviewed research)	20 original, recent sources (i.e. reviewed research)	15 original, recent sources (i.e. reviewed research)	10 or fewer original, recent sources (i.e. reviewed research)

	manuscripts) are referenced	manuscripts) are referenced	manuscripts) are referenced	manuscripts) are referenced	manuscripts) are referenced
Referencing	Text is accurately and appropriately referenced All sources documented in a consistent format	There are 1 or 2 errors with in-text references missing All sources documented in a consistent format	There are several errors with in-text references missing Sources documented with some inconsistency	Sources are not documented properly Minor errors with in-text referencing and bibliography	Sources are not documented properly Major errors with in-text referencing and bibliography

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC's Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members' full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and/or citizenship status.

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments.

Please feel welcome to e-mail me your name and pronoun and how you would like these to be used.

Acknowledgements

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.