Course Syllabus

KIN 300: Human Athletic Performance

(Previously KIN343)

Fall 2020

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (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.

Course Structure: Fully Online

Your Course Coordinator: Dr. Tania Lam

Preferred Contact method: tania.lam@ubc.ca (mailto:tania.lam@ubc.ca)

Course Description and Learning Outcomes

Kinesiology is the study of the physiological, biomechanical, and psychosocial mechanisms contributing to the performance of human movement, athletic performance and our response to exercise. In the first part of this course, students will gain an understanding of the role of physical activity and exercise on different aspects of fitness and health. Students will also learn basic concepts in physiology pertaining to the control of movement (nervous system and muscle), the cardiorespiratory and metabolic responses to
exercise (heart and lungs, muscle, and metabolism), and the adaptations in these systems following training that builds endurance, strength, or power.

A main focus of this course will be to provide students with the tools to identify and interpret the scientific literature in Kinesiology as it pertains to everyday applications in health, fitness, and/or sport. Throughout the course, students will be encouraged to reflect on the material with respect to their own physical activity practices, whether it be sport performance or recreational exercise.

**Prerequisite(s):** None  
**Corequisite(s):** None

## Instructor Bio

**Tania Lam**

I am a professor in the School of Kinesiology and a Principal Investigator at the International Collaboration on Repair Discoveries (ICORD), which is a research centre focused on spinal cord injury. My background is physical therapy and neuroscience, and my research covers both mechanistic and applied clinical research in the neural control of walking, interested in the sensorimotor control of movement, the effect of exercise on neuroplasticity, and strategies to enhance physical activity opportunities for individuals with spinal cord injury. More recently, I have been working on new studies to understand how we can use exercise interventions to help improve urinary function in people with spinal cord injury.

[https://kin.educ.ubc.ca/dr-tania-lam-on-helping-people-walk-again/](https://kin.educ.ubc.ca/dr-tania-lam-on-helping-people-walk-again/)


## Your Teaching Assistants

![Nicole Mazara](image)

**Nicole Mazara**

I am a PhD student in Dr. Eli Puterman's lab exploring the stress response from a physiological perspective in those with and without trauma backgrounds. My background is in exercise physiology and biomechanics, and I also have been trained in exercise prescription and rehabilitation, coming in handy
in my personal training days! I am a devoted cat mom, washed-up athlete, and casual hiker. I’m excited to be TAing this class and looking forward to working with all of you throughout the semester.

Manuel (Man-well) Cabrera

I graduated Kinesiology from Lakehead University, and I have been in the personal training field for the last four years. I have trained all sorts of people from general health to elite youth athletes. I am currently in the Masters of Kinesiology studying strength & conditioning and elite performance under the supervision of Dr. Maria Gallo. I have experience in all sorts of sports and activities, with rock climbing being the main focus for me right now. Exercise physiology and periodization are my areas of passion and expertise in Kinesiology. My hope in this course for you is that you are able to learn something that you’ll enjoy and use in the future for yourself. Good luck, and always have fun!

Donna Li

I recently completed my undergraduate degree in nutrition and marketing at the University of Guelph. Currently as a first-year Master student in Kinesiology working under the supervision of Professor Cameron Mitchell, my main research interest centres on the interactions between exercise and nutrition on muscle protein synthesis. With experience as an athletic therapist and exercise program coordinator at the YMCA, I am highly fascinated by the practical application and translation of kinesiology into daily life. Please feel free to reach out if you have any questions!

Learning Materials

Each week will be accompanied by a set of required readings. Please see the Modules for more details. There is no required textbook for this course.
Learning Activities

This course uses a blended teaching strategy, with a mix of asynchronous and synchronous sessions. The course is structured in weekly modules. Each week's content will be released in Canvas on the Friday prior.

Most of your learning in this course will be asynchronous, where you will interact with the multimedia course content, more or less at your own pace within the time constraints of the course schedule.

We will meet as a class in synchronous sessions every Friday during the scheduled class time (3 to 4 pm) for a general Q&A session / student lounge. Depending on the week, live lectures may be held on Mondays and/or Wednesdays from 3 to 4 pm. Please see the Course Schedule below for more details about the weekly schedule.

Zoom

Synchronous sessions will be held on Zoom.

These sessions will target the course content that students tended to have difficulty with that week, as indicated by your posts on the weekly Q&A Discussion Board. Of course, if any other questions come up during the session, feel free to raise your virtual hand or send a private chat to the TA. Note that the open chat function on Zoom will be disabled to reduce disruptions.

Discussion Boards

General Questions Discussion Board - please use this board to ask general questions about the course.

Q&A Discussion Board - There is one of these boards for each week. Please use this board to pose questions about the week's course material. If someone has already posted the same question you have, please 'like' it to up-vote the topic so that we can prioritize the content covered during the Friday Q&A sessions.

For any sensitive or private topics (e.g. if you want to review your marks with me, Access & Diversity questions), please email us directly.

Assessment
<table>
<thead>
<tr>
<th>Assessment</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Quizzes (best 10 of 11)</td>
<td>50%</td>
</tr>
<tr>
<td>Week 1 Assignment</td>
<td>2%</td>
</tr>
<tr>
<td>Week 2 Assignment</td>
<td>4%</td>
</tr>
<tr>
<td>Week 3 Assignment</td>
<td>4%</td>
</tr>
<tr>
<td>Group Term Assignment</td>
<td>40%</td>
</tr>
</tbody>
</table>

There will be a Quiz every Monday covering the previous week's topic. The quiz will be available from 8 AM to 12 PM (PST) and consist of different styles of questions (e.g. multiple choice, fill-in-the-blanks, multiple answer, and true/false questions). Your best 10 out of 11 quizzes will be used towards your final grade.

There will be no make-up quizzes and no re-weighting of the quiz marks for missed quizzes.

The Group Term Assignment will be a term-long group project where you will work in teams of 3-4 on a topic of the group's choice. Groups will be assigned at the beginning of the term with an attempt to form groups consisting of students representing a mix of majors (e.g. with representation from Arts, Science, Business, etc.) and according to your 'burning question' (see Introductory Survey). You are welcome to form your own groups if you wish, and while we will do our best to accommodate you, please understand that the diversity of the team is a priority and so we cannot guarantee that your request will be approved.

Late submissions will have 5% of the grade for that assignment deducted per day. However, in some cases, late submissions will be assigned a mark of 0% when its timely submission is required in order for other students to complete their work. Please see this Group Research Assignment - guidance document for further details.

Note that there is no final exam in this course.

Course Schedule

Please see the Term Overview and Weekly Schedule page for a detailed outline.

Online Communication
In this course, and throughout your program, you are expected to communicate in a respectful and professional manner. Although it is unlikely we will have the chance to meet face-to-face in a lecture hall on campus, this space should be considered an extension of the physical classroom, with the same expectations regarding respect and consideration for your fellow learners, teaching assistants, and instructors.

Please ensure you review and are familiar with the Student Guidelines for Respectful Online Conduct (https://equity.ubc.ca/resources/student-guidelines-for-respectful-online-conduct/%C2%A0) from the UBC Equity & Inclusion Office.

You may also find it helpful to review UBC’s Distance Learning Communication Online: Netiquette (https://distancelearning.ubc.ca/learner-support/communicating-online-netiquette/) web page.

If you experience any issues with the online space, please do reach out to me (mailto:%20tania.lam@ubc.ca) for support.

Your Presence in the Virtual Classroom

Peripheral Electronic Devices: It might be tempting to check your phone, chats, social media, newsfeeds, or other websites while you are in a synchronous session. I admit to being guilty of such behaviour myself during virtual meetings or seminars, so I can understand the temptation! After all, no one can see what you are doing, unlike in a physical setting. However, if you want to make the most of your learning opportunities, I recommend that when you sign into Canvas, you reserve that time to dedicate your focus to the course.

Video On or Off?: To promote a sense of community in our virtual classroom, my preference is for you to keep your video on during our live, synchronous sessions. However, I understand that is not always possible for different reasons and you are by no means obligated to do so. Nevertheless, if you are comfortable doing so, I very much welcome the chance to 'meet' you virtually during our live sessions!

The Case for Analog: I also recommend that even though you are learning online, you have a paper and pen beside you to take your notes, whether you are reviewing a paper or viewing one of the lectures. The action of putting pen to paper promotes a more active form of learning compared to keyboard typing, which tends to be automated. If you are interested in some evidence to support this, I can refer you to this paper (https://courses.library.ubc.ca/get/course/147620/hash/i.84cRfx).

Your Wellbeing

We are living through an extraordinary time and each of us is facing new and unique challenges and circumstances. Your safety and wellbeing are paramount. Please know that there are multiple resources
available to you, including your instructor. UBC’s Keep Learning site (https://keeplearning.ubc.ca/self-care/) is also an excellent resource for you.

Course Policies

Please make sure you are familiar with the academic policies and procedures.

Academic Integrity

Students are expected to follow UBC policies for academic integrity and academic misconduct, which includes practices around plagiarism, referencing and citation, and copyright. For more see, UBC’s Learning Commons Academic Integrity resources (https://learningcommons.ubc.ca/academic-integrity/).

Accessibility

If you have any challenges accessing materials that will impact your success in this course, UBC’s Centre for Accessibility can support your needs by providing appropriate accommodations to support you.

- Web: UBC’s Centre for Accessibility website (https://students.ubc.ca/about-student-services/centre-for-accessibility)
- Email: accessibility@ubc.ca (mailto:accessibility@ubc.ca)

Learning Analytics

Some of the learning technologies used for this course collect data to support the improvement of teaching and learning. This includes the collection of data related to overall class progress to provide personalized feedback, engagement in discussion forums to support the fostering of community within the course, and how resources are being accessed to support improvements to the course design. To learn more about learning analytics at the Faculty of Education and at UBC, see the What is Learning Analytics? (https://ets.educ.ubc.ca/learning-analytics/students/) page.

University Policies

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 and cultural 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 from the UBC Senate Website.
(http://senate.ubc.ca/policies-resources-support-student-success)

Statement regarding online learning for international students

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: https://academic.ubc.ca/support-resources/freedom-expression (https://academic.ubc.ca/support-resources/freedom-expression).

Version History and Course improvements

| v1 | author: Tania Lam | Fall 2020 |

Note: If you would like a printed version of this course syllabus, you can print it from your browser.

Help Resources

- **New to Learning Online?** Review the Faculty of Education's eLearning Help & Resources.
- **Need assistance with research or writing?** The Education Library Research Help provides useful resources on these topics.
- **Questions about assignments and learning materials?** Ask your instructor.
- **Technical difficulties with this Canvas course?** Use the 'Help' link in the blue left-hand menu.

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