



# KIN 490 - DIRECTED STUDIES IN KINESIOLOGY

## COURSE OVERVIEW

KIN 490 provides students with the opportunity to conduct an independent study on a topic of interest, under the guidance of a KIN faculty member. Students will conduct a review of the scientific literature revolving around a question and write an essay on the topic. Optionally, they can incorporate their own research or field observations. This course is ideal for students wishing to delve deeper into upper-level KIN courses' topics, or explore potential research interests. KIN 490 should not duplicate material from other Kinesiology courses.

## PREREQUISITES AND CREDIT LIMITS

All students with third or fourth-year standing are eligible to apply. KIN 490 is worth 3 credits. Students can register for a maximum of 6 credits of Directed Studies (KIN 490a and 490b), with a different Faculty supervisor for each section. For students registered in the BKIN program, KIN 490 will count towards upper-level KIN-elective requirements.

## STUDENT EXPECTATIONS

In KIN 490, students will embark on a rigorous academic journey, dedicating approximately 120 hours of meticulous work. This course is designed as an independent study, demanding exceptional dedication, time management, and self-motivation. Students will engage in weekly or bi-weekly meetings with their Faculty supervisor to discuss their chosen topic in-depth and to review progress meticulously. The course will require a comprehensive literature search, ensuring students develop a robust understanding of existing research in their area of focus. Depending on the nature of the study, students may also undertake extensive fieldwork and/or research activities, applying theoretical knowledge to practical scenarios. Finally, students will synthesize their findings and insights into a well-structured review, demonstrating their ability to conduct scholarly research independently. KIN 490 is a demanding course that offers a profound opportunity for students to cultivate advanced research skills and intellectual autonomy.

## ASSIGNMENT REQUIREMENTS

The literature review should consist of a title page, abstract or executive summary, list of keywords, table of contents, index of tables and figures, main body, references, and appendices. The paper will be read, marked, and commented upon by the faculty supervisor. The entire study, including the literature review, must be completed by the end of the indicated term.

## 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 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, Undergraduate. 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 literature review 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. Faculty supervisors should discuss the situation with the Associate Director, Undergraduate before a decision is reached as to whether to return a review for modifications or to assign a failing grade. The usual consequences of a review being returned for modifications is a delay in entering the final grade (which could impact graduation). If the review receives a failing grade, the student must re-register in the course and choose a new topic (or select another course).

## SAMPLE MARKING RUBRIC

	10-8 Points	7-6 Points	5-4 Points	3-1 Point	0 Points
<b>Introduction</b>	Clearly identifies a relevant research issue with well-defined terms and concepts	Presents a reasonable topic with some appropriately chosen constructs and variables	Information is too broad; descriptions do not address underlying issues	Introduction is a simple statement of the problem, significance, purpose, and definitions.	Introduction fails to discuss the purpose, rationale, or underlying concepts
<b>Review of Literature</b>	Provides an excellent overview of the topic and strong support for the research question	Offers a partial overview of the topic and some support for the study's purpose	Covers only a few main issues, with limited support for the research question	Incomplete overview of the topic; relevance to the study is unclear	Fails to identify the underlying issue or support the study's purpose
<b>Summary</b>	Clearly discusses strengths, limitations, and contributions of potential findings	Discusses obvious strengths, weaknesses, and implications for the study	Insufficient discussion of pros and cons, with unclear contributions to the field	Evaluation and application are undefined or irrelevant to the study's purpose	Discussion is missing or poorly articulated
<b>Reflection</b>	Considers application, meaning, extension, and misconceptions of the topic and field	Identifies the research's meaning with few examples of application	Attempts to reflect on the research's nature, but lacks details	Introduces basic reasoning terms with poorly described examples	Fails to reflect on the research's meaning or intent
<b>Terminology</b>	Considers terminology carefully throughout the study, regardless of design or approach	Uses terms specific to the study, but with limited application	Includes terms, but many are undefined or applied incorrectly	Includes basic terminology without sufficient definitions or applications	Fails to include relevant terminology, focusing solely on the topic
	4 Points	3 Points	2 Points	1 Point	0 Points
<b>Organization</b>	Information is very well-organized with logical, well-structured paragraphs that enhance clarity	Information is organized with clear, logical paragraphs, contributing to a smooth flow	Generally organized with 1-2 issues; content is clear	Problems with organization; the reader must reread at times for clarity	Information is disorganized, with gaps in content that leave the reader confused
<b>Creativity</b>	The review is unique, with ideas presented creatively and with flair	The review is interesting, with some creative elements	The review is well put together but lacks uniqueness, similar to other reviews	Adds a few original touches but lacks consistent creativity	Creativity is attempted but ineffective, making the review hard to follow
<b>Grammar</b>	No grammatical, spelling, or punctuation errors	1-2 minor grammatical, spelling, or punctuation errors	3-4 minor errors in punctuation, grammar, and/or spelling, not disrupting flow	1-2 major errors in punctuation, grammar, and/or spelling, interrupting flow	Numerous major errors in punctuation, grammar, and/or spelling, making it difficult to read.
<b>Sources</b>	At least 30 original, recent sources (i.e., reviewed research manuscripts) are referenced	25 original, recent sources (i.e., reviewed research manuscripts) are referenced	20 original, recent sources (i.e., reviewed research manuscripts) are referenced	15 original, recent sources (i.e., reviewed research manuscripts) are referenced	10 or fewer original, recent sources (i.e., reviewed research manuscripts) are referenced
<b>Referencing</b>	Text is accurately and appropriately referenced, with all sources documented in a consistent format	1-2 errors in in-text references; all sources documented in a consistent format	Several errors in in-text references; sources documented with some inconsistency	Sources are not properly documented; minor errors in in-text referencing and bibliography	Sources are not properly documented; major errors in in-text referencing and bibliography



## PROPOSAL FOR INDEPENDENT STUDY

Students should complete the following fields prior to reaching out to a supervisor with whom they would like to work. The final proposal should incorporate consultation with your supervisor before submitting your application.

### Student information

\_\_\_\_\_  
Surname Given Name

\_\_\_\_\_  
Student Number Email Address

#### Program of study:

- BKIN - NPSC
- BKIN - MDSC
- BKIN - SBSC
- Other: \_\_\_\_\_

#### Topics covered as part of this Directed Study:

- Neuromechanics
- Sociocultural Studies
- Psychology of Sport
- Leadership Education
- Systems Biology

#### Term of study:

- Winter Term 1
- Winter Term 2
- Summer Term 1-2

Describe the focus and the scope of the work - noting that it must not overlap with regular course offerings:



What work will you undertake? Will there be any fieldwork or data collection as part of the Directed Study?

Please include the Ethics Approval Number (if appropriate): \_\_\_\_\_

How often will you meet with your faculty supervisor? What will the meeting schedule for the term look like?

How will the literature review be graded? Please refer to the suggested marking rubric on page 2.

**FACULTY APPROVAL**

Supervising Faculty members in the School of Kinesiology are responsible for supervising each student in an approved Directed Study course under their supervision, ensuring it advances the student’s knowledge. Supervisors must also ensure that, even if students become involved in research activities, they do not serve as unpaid research assistants.

\_\_\_\_\_  
Full Name

\_\_\_\_\_  
Date (vvvv/mm/dd)

\_\_\_\_\_  
Signature

Completed applications should be submitted to the Kinesiology Undergraduate Advising Office: [kin.advising@ubc.ca](mailto:kin.advising@ubc.ca)