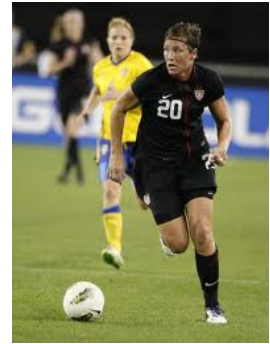




Physical Conditioning and Speed



Instructor: Matthew W. Miller, Ph. D.

Email: mwm0024@auburn.edu

Office Hours: Wednesday 12:00 – 3:00 PM

Office Location: Kinesiology, Room 164

Course Number: KINE 4640

Class Meeting: Tuesday and Thursday, 8:00 – 9:15 AM, Memorial Coliseum 1081

Credit Hours: 3.000

Prerequisites: None

Texts/Resources: No textbook is required. Optional and obligatory readings may be made available on Canvas.

Course Description: Basic concepts and principles of physical conditioning and speed.

Learning Outcomes: Students will be able to understand (a) physiological bases of physical conditioning and speed and (b) theories of developing physical



conditioning and speed; and students will be able to apply this knowledge to designing training protocols.

Course Content (DATES ARE SUBJECT TO CHANGE)

Week	Topic	Assignments/Assessments
01/08 – 10 No Class 01/09	No Class	
01/13 – 17 01/14 is 1 st Day of Class	Introduction	
01/20 – 24	Physiological Basis of Speed for Events <25 s	Quiz 1: Introduction (01/21)
01/27 – 31	Developing Speed for Events <25 s Review for Exam 1	Quiz 2: Physiological Basis of Speed for Events <10 s Quiz (01/28)
02/03 - 07	Physiological Basis of Speed for Events between 25 s and 180 s	Exam 1: Introduction and Speed for Events <25 s (02/04)
02/10 – 14 No Class 02/13	Physiological Basis of Speed for Events between 25 s and 180 s (continued) Developing Speed for Events between 25 s and 180 s	
02/17 - 21	Developing Speed for Events between 25 s and 180 s (continued) Review for Exam 2	Quiz 3: Physiological Basis of Speed for Events between 25 s and 180 s (02/18)
02/24 - 28	Physiological Basis of Speed for Events > 180 s	Exam 2: Speed for Events between 25 s and 180 s (02/25)



03/03 - 07	Physiological Basis of Speed for Events > 180 s (continued) Developing Speed for Events > 180 s	
03/10 – 14 No Class 03/10 - 14		
03/17 - 21	Developing Speed for Events > 180 s (continued) Review for Exam 3	Quiz 4: Physiological Basis of Speed for Events > 180 s (03/18)
03/24 - 28	Introduction to Final Portion of Class and Final Project Designing Training Programs for Physical Conditioning and Speed	Exam 3: Speed for Events > 180 s (03/25)
03/31 – 04/04	Designing Training Programs for Physical Conditioning and Speed (continued) Review for Exam 4	
04/07 – 11 No Class 04/08		Exam 4: Designing Training Programs for Physical Conditioning and Speed (04/10)
04/14 - 18	Group Presentations	
04/21 - 25	Review for Final Exam Class Reflection	04/24: Class Reflection Due by 5 PM CDT
04/28 – 05/02	Final Exam Week	Final Exam (Friday May 2 8 AM CDT)



Assessments:

Quizzes

There will be four quizzes. Quizzes will be *approximately* 10 questions long, and all quizzes will be weighted equally when calculating the total quiz grade. The quizzes will occur during the first 15 min of class, so if you are late to class on the day of a quiz or are absent from class the day on which a quiz is occurring for 'unexcused reasons,' then you may not have the opportunity to complete the quiz and, thus, could receive a grade of zero. If you have an excused lateness or absence, then you will be able to take a make-up quiz.

Exams

There will be five exams, including the Final Exam. Exams will be *approximately* 40 questions long, and the first four exams will be weighted equally when calculating the total exam grade; the Final Exam will be weighted more heavily and calculated into the total course grade independently. If you are absent from class the day on which an exam is occurring for 'unexcused reasons,' then you may not have the opportunity to complete the exam and, thus, could receive a grade of zero. If you have an excused lateness or absence, then you will be able to take a make-up exam.

Group Projects

Students will work in groups of *approximately* three individuals to design a training program for a fictional athlete or group of athletes. Each group will turn in (a) a training calendar and (b) a written justification of the training calendar to Dr. Miller. Each group will also present their training program to the class. These presentations will last approximately 10 min. If you are absent from class for 'unexcused reasons' the day on which your group is presenting, then you will receive a grade of zero. *More details about the requirements for the Group Projects will be given in class.*

Class Reflection

The class reflection assignment will be posted on Canvas and must be turned in to Dr. Miller by 5 PM CDT on Thursday April 24, 2014. This assignment requires the response to a few overarching questions about the class. This assignment does not require research or studying; it only requires reflection. In other words, do not stress about this assignment; just complete it in a thoughtful manner.



Grading:

Assignments contribute as follows to final class grade:

Quizzes	15%
Exams	50%
Final Exam	15%
Group Project	15%
Class Reflection	5%

Percentages will be associated with the following letter grades:

A:	$90.0\% \leq$
B:	$80.0\% \leq$
C:	$70.0\% \leq$
D:	$60.0\% \leq$
F:	$60.0\% >$

Class Policies:

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact Dr. Miller in advance of the absence to request permission. Dr. Miller will weigh the merits of the request and render a decision. When feasible, the student must notify Dr. Miller prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate



documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

Make-Up Policy: Students are only guaranteed the opportunity to make up assignments due to excused absences (i.e., students are not guaranteed the opportunity to make up assignments due to unexcused absences). Arrangement to make up assignments due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up assignment will take place within two weeks of the date that the student initiates arrangements for it.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to KINS 7750. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with Dr. Miller during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

Course Contingency: If normal class is disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course.

Professionalism: As faculty, staff, and students interact in professional settings, we are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- o Engage in responsible and ethical professional practices
- o Contribute to collaborative learning communities
- o Demonstrate a commitment to diversity
- o Model and nurture intellectual vitality