

AUBURN UNIVERSITY SYLLABUS
KINE 6600 – Physiological Basis of Training and Conditioning

Course Number

KINE 6600

Course Title

Physiological Basis of Training and Conditioning

Credit Hours

3 semester hours

Prerequisites

KINE 3680

Term

Spring 2014

Day/Time/Location

Monday and Wednesday – 12:00 to 1:15 pm – Student Activities Ctr 206

Instructor

Andreas N. Kavazis, PhD

Office Address

Room 287 in Kinesiology Building

Contact Information

Phone: 334-844-1479

Email: ank0012@auburn.edu

Office Hours

Monday: 9:30 am – 11:00 am

Wednesday: 9:30 am – 11:00 am

By appointment

Textbooks

Heyward. Advanced Fitness Assessment and Exercise Prescription. Human Kinetics. 2010.

Powers and Howley. Exercise Physiology: theory and application to fitness and performance. McGraw-Hill. 2012.

Course Description

Physiological adaptations to training and conditioning for sport performance.

Student Learning Outcomes

Demonstrate an understanding of the basic metabolic, circulatory, respiratory, muscular, and environmental responses to acute and chronic exercise.

Demonstrate an understanding of physiological adaptations that are associated with human physical activity and their influence upon performance.

Demonstrate an understanding of various exercise training programs as it relates to physical activity and performance.

Demonstrate an understanding of training, overtraining, and detraining as it relates to physical performances.

Assignments/Projects

Exams

Three exams will be given on the dates shown in the syllabus.

Exams can include multiple choice, fill-in-the-blank, matching, short answer, and/or essay.

Presentation

Each student must present one (1) paper relevant to “Physiological Basis of Training and Conditioning” chosen from manuscripts available on PUBMED (2012-2014).

Format:

The presentation should be in PowerPoint and include the following sections:

Title page (1 slide)

Introduction/Background (1-3 slides)

Methods (1-3 slides)

Results (3-5 slides)

Conclusions (2-3 slides)

Length of presentation: Eight (8) minutes of formal presentation followed by two (2) minutes answering questions and discussion.

Evaluation:

Approval of the paper by the instructor at least 2 weeks before the presentation, format and clarity of presentation, and following timing guidelines – 70%

Participation in the discussion 30%

Rubric and Grading Scale

Class evaluation breakdown

Exam 1 – 100 points
Exam 2 – 100 points
Exam 3 – 100 points
Presentation – 100 points

Total points for the class = 400 points

Grading scale

A = 90-100% (360 – 400 points)
B = 80-89% (320 – 359 points)
C = 70-79% (280 – 319 points)
D = 60-69% (240 – 279 points)
F = 0-59% (less than 239 points)

Class Policy Statements:

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 the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor 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 Student Policy eHandbook (www.auburn.edu/studentpolicies) for more information on excused absences.

Make-Up Policy

Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) 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 exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy

All portions of the Auburn University student academic honesty code found in the Student Policy eHandbook (www.auburn.edu/studentpolicies) will apply to university courses. 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 accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Course contingency

If normal class and/or lab activities are 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. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Professionalism

As faculty, staff, and students interact in professional settings, they 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