**KINE 4780: Exercise Science Research**

*Auburn University, Spring 2020 (3 credits)*

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| **Class Meeting:**  |
| Tuesdays and Thursdays, 11:00 – 12:15 PMStudent Activities Building, room 231 |
| **Course Professor:**  |
| Dr. Kristina Neely |
| **Office Hours:**  |
| By appointment, M-F 8-5Office: Kinesiology Room 282 |

**SYLLABUS**

**Course goals**

Upon completion of this course, you will be able to:

* Find, read, and understand scientific papers in the field of Kinesiology.
* Describe the scientific method and publication process.
* Develop a research question and a subsequent line of inquiry.
* Write a research proposal.
* Create and present a research poster.
* Identify, develop, and evaluate teamwork skills: communication, conflict management, listening, reliability, and respectfulness.

**Course pre-requisites**

KINE 4760

**Office hours**

I am happy to meet with you between the hours of 8 AM and 5 PM, Monday through Friday. Please send me an email proposing at least two day/times that work for you. Zoom meetings are acceptable and encouraged. Discussions regarding grades require an in-person meeting will not be discussed by email or Zoom.

**Recommended texts**

**Title:** Introduction to Research and Medical Literature for Health Professionals

**Authors:** J. Glenn Forister, J. Dennis Blessing

**Edition:** 5th Ed.

**Publisher:** Jones & Bartlett Learning

**Title:** The Publication Manual of the American Psychological Association.

**Authors:** American Psychological Association.

**Edition:** 7th Ed.

**Publisher:** American Psychological Association.

**\*Note:** This text is available at RBD library circulation desk (for in-house use) and the majority of the information is available at the link below. Therefore, it is not necessary that you purchase a copy of this resource.

<https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html>

**Canvas**

This course relies on Canvas: all course materials are on Canvas and it is our primary means of communication. Students are expected to check Canvas and Auburn email once per day for updates and/or announcements. If you have difficulty accessing Canvas, please contact the Office of Information Technology (OIT)) [844-4944] immediately as your access is imperative for success in this course.

**Course schedule**

The course schedule was carefully developed to balance the time you spend in and out of class. Course meetings may be cancelled to provide time to meet with your team and/or me, or to complete course activities. I recommend that you meet with your team during the course meeting time. The classroom will always be available to you during the class meeting time.

**Proviso**

I may make changes to the syllabus if necessary. All changes will be announced in class and will be posted in writing on Canvas.

**EVALUATION**

Attendance and preparation are essential for success in this course. Students are required to attend all scheduled class meetings, as well as meetings with your team, Mr. Todd Shipman, your graduate mentors, and me.

Policies related to evaluation:

* In-class activities and participation comprise a large portion of your grade. These activities are based on the day’s content and are often completed in groups. Thus, make up activities will likely be in an alternate format.
* **Make up activities are only provided in the event of an excused absence**. Please see the Tiger Cub for a full description of these circumstances. In brief, these include, serious illness of the student or immediate family of the student; death of a member of the student’s family; trips for members of student organizations sponsored by an academic unit, course, or intercollegiate athletic events; religious holidays, subpoenas for court appearances.
	+ **Notify me in writing prior to such absences. In no case will an absence be excused if it is reported more than one week from the absence. Sufficient documentation will be required.**
* Students are responsible for all material covered in class. If you miss for any reason, you should take the following steps:
	+ Get notes from two classmates with different note-taking styles.
	+ Read the course announcements and posted lecture notes.
	+ If you have specific questions about the material, email Dr. Neely to set up a meeting.

**Assignments**

The goal of this course is to author a research proposal and present the work in a formal poster presentation. The final drafts of these products are not due until April; however, earlier drafts and related assignments will occur throughout the semester to keep you on track. All assignment details and deadlines on Canvas.

**This course is graded.  The grading scale is as follows:**

A  (4.0)      90 – 100%

B  (3.00)    80 – 89.99%

C  (2.00)    70 – 79.99%

D  (1.00)    60 – 69.99%

F  (0.00)    less than 60%

**PROFESSIONALISM**

This course represents the capstone experience for undergraduates in Exercise Science and professionalism is a primary learning objective. Behaviors and attitudes that make one a successful student translate well to the workplace.

Professionalism is composed of many factors, including but not limited to, appearance, communication styles, attitudes, and body language. Different contexts and environments require different conceptions of professionalism; however, the underlying mechanisms remain unchanged. Developing professionalism requires conscious practice, openness to constructive feedback, and enthusiasm. Once internalized, it may lead to improved self-efficacy and self-worth, a sense of accomplishment and satisfaction, and confidence.

We will focus on several values and ethics in this course. These are defined below and are accompanied by examples of behaviors that exemplify the value. This is not an exhaustive list, these are examples. Remember, we do not get a rubric or elaborate checklist for our day to day professional interactions.

1. **Commitment to excellence**
	1. Take pride in and do your best work.
	2. Be prepared for the task at hand.
2. **Honesty and integrity**
	1. Consistently do the right thing, moral compass that does not waver.
	2. Speak the truth. Admit to your actions and explain how situations happened.
3. **Humility.**
	1. Humility is the act of being modest and reverential. It is the opposite of arrogance and vanity.
	2. Consider that every person you encounter is more logical, notable, and sensible than you.
	3. Stop talking and start listening.
	4. Take yourself less seriously.
	5. Defy perfectionism.
4. **Respect**
	1. Five minutes early is on time.
	2. Refrain from texting or engaging with devices during a conversation.
	3. Dress appropriately for the context.
5. **Compassion**
	1. Be courteous to everyone, regardless of rank or position.
	2. Put yourself in others’ shoes.

**Measurement and evaluation of professionalism throughout this course includes the following:**

* CATME weekly reports to evaluate team interactions
* A professionalism component on most assignments
* Instructor and Grad Mentor evaluation of student interactions and behaviors

**COURSE POLICIES**

**By remaining enrolled in this course, you agree to abide by all course policies.**

All policies set forth in the Student Policy Handbook apply to this course.

(<http://www.auburn.edu/student_info/student_policies/>).

**Academic Honesty:**

All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> will apply to this class. 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.

**Classroom Behavior**

The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> for details of this policy. Students are expected to exhibit behaviors that reflect highly of themselves and Auburn University. For example, students will:

* Read and refer to the syllabus
* Arrive to class and team meetings on time (5 minutes early is on time)
* Show respect for the authority of the course instructor, library staff, and graduate mentors
* Use professional and courteous standards for all communications, including email
* Refrain from non-course activities during class (e.g., texting, social media, homework for other classes)

**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, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, and trips for participation in Intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this 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.

**Emergency Contingency**

If normal class activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), 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.

**Plagiarism**

All quizzes, assignments, and any other written work must reflect the individual efforts of each student. 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. There is a great deal of writing in this class and I expect strict adherence to appropriate citations and correct paraphrasing (verb and the sentence structure must be changed). Plagiarism detection programs will demonstrate where paraphrasing and summarizing needs improvement on the project drafts. The final version of your proposal should be problem free. There is no quoting in scientific writing. You must paraphrase or summarize.

**Copyright Statement**

Copyright laws protect all course materials students receive or to which students have online access. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor’s express permission is strictly prohibited. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the University’s Code of Conduct and/or liable under Federal and State laws.

**Confidentiality**

The federal Family Educational Rights and Privacy Act (FERPA) of 1974 identifies the rights of students and their families with respect to student educational records kept by institutions.

**Students with Disabilities**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours to discuss your accommodations. 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).

**Cell Phones**

As a courtesy to everyone, please turn off your cell phone during class. If you have a compelling reason for leaving your phone on, please let me know at the beginning of class.

**Best Work**

Students are expected to show evidence of thorough reading of assigned materials. Please take pride in your work and be motivated to do your best work in this class: if you are, you will gain the maximum benefit from the course.

**COURSE SCHEDULE**

The schedule provides an outline of course content, a guide for activities outside of class, required meetings, deliverables, and deadlines. Changes to this schedule will be discussed in class and communicated by Canvas email. There may be additional readings or assignments posted on Canvas.

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| **Week** | **Class****Dates** | **Class Activity** | **Deliverables** | **Required meetings** | **What you are doing outside of class** |
| 1 | Jan 9 | Introduction and orientation to the course |  |  | * Thinking about your research interests
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| 2 | Jan 14Jan 16 | How to read a scientific paperPICO Padlets | Fri Jan 17: * PICO Padlet in-class assignment
 |  | * Thinking about your research interests
* Reading Introduction sections of papers
 |
| 3 | Jan 21Jan 23 | Adobe Acrobat DC & Creative Commons, RBD LibraryTeamwork, Topic Discussions | Fri Jan 24: * Adobe Acrobat Assignment
 |  | * Adobe pre-class prep
* Adobe assignment
* Thinking about your research interests
 |
| 4 | Jan 28Jan 30 | Mendeley, RBD Library Teamwork | Fri Jan 24: * Mendeley Assignment
 |  | * Choosing a topic
* Finding articles
 |
| 5 | Feb 4Feb 6 | Topic & Research Question Development Finding articles, making a literature matrix | Mon Feb 3: * Group log and assessment
 | * Research consultation with Mr. Todd Shipman
 | * Finding articles
* Developing a research question
* Organizing and summarizing literature
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| **Week** | **Dates** | **Class Activity** | **Deliverables** | **Required meetings** | **What you are doing outside of class** |
| 6 | Feb 11Feb 13 | Grad mentor meetings (in class)No class meeting | Mon Feb 10:* Topic ideas
* Group log and assessment
 | * Grad mentors, re: topic
* Research consultation with Mr. Todd Shipman
 | * Organizing and summarizing literature
* Annotating references
 |
| 7 | Feb 18Feb 20 | Writing the IntroductionWriting the Introduction | Mon Feb 17:* Annotated reference list
* Group log and assessment
 |  | * Annotating references
* Writing an outline and Intro
 |
| 8 | Feb 25Feb 27 | Grad mentor meetings (in class)How to read a Methods section | Mon Feb 24:* First draft Intro Section
* Group log and assessment
 | * Grad mentors, re: Intro
 | * Writing the Intro
* Reading Methods sections of papers
 |
| 9 | Mar 3Mar 5 | Peer Review IntroPeer Review Intro | Mon Mar 2: * Second draft Intro Section
* Group log and assessment
 |  | * Peer Review
* Response to review
 |
| 10 | ***Spring Break*** |
| 11 | Mar 17Mar 19 | How to write a Methods sectionHow to write an IRB |  |  | * Revising Intro
* Writing the Methods & IRB
 |
| 12 | Mar 24Mar 26 | Writing IRB & Methods Grad mentor meetings (in class) | Mon Mar 23:Group log and assessment | * Grad mentors, re: Methods
 | * Revising Intro
* Writing the Methods & IRB
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| **Week** | **Dates** | **Class Activity** | **Deliverables** | **Required meetings** | **What you are doing outside of class** |
| 13 | Mar 31Apr 2 | Peer Review MethodsWriting an abstract, Grad Mentor Meetings (in class) | Mon Mar 30:* Draft IRB & Methods
* Group log and assessment
 | * Grad mentors, re: incorporating feedback
 | * Revising Intro
* Writing the Methods & IRB
* Writing an abstract
 |
| 14 | Apr 7Apr 9 | Poster workshopGibbs instructional lab, RBD libraryGrad mentor meetings (in class) | Mon April 6: * Group log and assessment
 | * Grad mentors, re: poster
 | * Revising Methods & IRB
* Creating a poster
* Writing an abstract
 |
| 15 | Apr 14Apr 16 | Poster workshopGibbs instructional lab, RBD libraryPoster work session | Mon April 13:* Draft of poster
* Group log and assessment
 |  | * Revising and practicing poster
* Print poster at the library
* Final draft proposal
 |
| 16 | Apr 21Apr 23 | Poster presentationsPoster presentations | Mon April 20:* Group log and assessment

Thu April 23:* Final draft of research proposal
 | * Grad mentors, re: presentation feedback
 | * Revising and practicing poster
* Final draft proposal
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| **Wednesday, April 29, 12 – 2 PM** **Poster Session in Kinesiology Lobby***Attendance and participation are required.*  |