

**Kinesiology (KINE 8970)
Course Syllabus
Summer 2011**

1. **Course Number:** KINE 8970
Course Title: Special Topics: Strength Training
Credit Hours: 3 semester hours (Lecture 3)
Prerequisite: KINE 7680 or equivalent or departmental approval.
Corequisite: None
2. **Course Instructor:** L. Bruce Gladden.
Meeting Place & Time: To Be Determined.
3. **Text:** None. We will be reading scientific papers from the literature.
4. **Course Description:** Investigation, reading, synthesizing, and presenting both historic and current scientific literature on strength training.
5. **Course Objectives:** Upon completion of this course, students will understand:
 1. Basic mechanisms underlying strength training;
 2. Major applications of strength training.
6. **Course Content:**

Approximately two scientific papers will be presented and discussed each week.

7. Course Requirements/Evaluation:

Format: This will be a journal club type of class. You must arrive at each class prepared to discuss the papers assigned for the day.

Each student will present at least one scientific paper related to strength training. Each presentation will last 15-20 minutes (**must** be in this range). The student will describe in HIS/HER OWN WORDS the background for the paper, the purpose of the paper, the methods used, the results, the conclusions, and the student's own evaluation of the paper. I recommend that PowerPoint slides be used as an aid for the presentation. Following the presentation, there will be several minutes of discussion that is moderated by the presenting student. The presenting student should attempt to keep the discussion moving. The paper to be presented must be cleared with me no later than one week prior to the scheduled presentation. The presenting student should make a copy of the paper available to the course instructor for posting on Blackboard immediately after the paper is approved. In order to be fully prepared, presenters should read 2-3 additional papers which relate to the paper they are presenting. **All** students are to read the primary paper prior to the presentation.

Each presentation will be graded on a 100% scale. Grade for the class will be determined by the average for however many papers each student presents.

≥ 90%	= A
≥ 80 but < 90	= B
≥ 70 but < 80	= C
≥ 60 but < 70	= D
< 60%	= F

In order to select a paper for presentation, I suggest that you employ one or more of the following methods (or perhaps others that I have not listed):

1. Choose either classical or recent articles that are cited by textbooks, review articles, or standard research articles.
2. Look through journals that include exercise physiology articles. Examples:
 - Acta Physiologica Scandinavica
 - American Journal(s) of Physiology
 - Canadian Journal of Applied Physiology
 - Canadian Journal of Physiology & Pharmacology
 - European Journal of Applied Physiology & Occupational Physiology
 - International Journal of Sports Medicine
 - Journal of Applied Physiology
 - Journal of Physiology
 - Medicine and Science in Sports and Exercise
 - Muscle and Nerve
 - Pflügers Archive
3. Do an Entrez PubMed Computer search – it allows you to use subjects, key words, combinations of key words, and authors' names. You may also try Google Scholar.
4. Use the Science Citation Index/Web of Science. Access this through the AU Libraries website. At the Web of Science site, you can enter an author name and a year and the site will return the articles that fit that description AND you can get a list of articles that have cited the article in question. So, the useful feature of this system is that if you find one paper that is interesting, you can use this index to see if any later publications have cited the original paper.

8. Class Policy Statements:

Participation - It is expected that students taking a graduate class will attend every class meeting and will actively participate in class discussions. Please refer to the current edition of the Tiger Cub (<http://www.auburn.edu/tigercub>) for the definition of excused absences. Students are expected to show evidence of thorough reading of assigned papers. Students are responsible for initiating arrangements for missed work.

Unannounced Quizzes – There is the possibility of unannounced quizzes in this class. If given, the scores will be included in determination of the overall grade.

Accommodations - Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Honesty Code – The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism – As faculty, staff, and students interact in educational settings, they are expected to demonstrate professional behaviors as defined in the College of Education's conceptual framework. These professional commitments or dispositions are as follows: 1) engage in responsible and ethical practices, 2) contribute to collaborative learning communities, 3) demonstrate a commitment to diversity, and 4) model and nurture intellectual vitality.