

SYLLABUS FOR KINE 8970:002
SPECIAL TOPICS – Classic Papers
 Summer, 2013

Course Instructor: L. Bruce Gladden – 844-1466; gladdlb@auburn.edu.

Office Hours: MW – 8:00 – 9:00 am, Kinesiology Building 280

Meeting Place and Time: To be determined.

Textbook: None. We will rely on scientific papers from the literature.

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 several scientific papers that are considered to be classics in the general fields of exercise physiology, kinesiology, sports sciences, physiology, or exercise biochemistry, or molecular biology of exercise. 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. If possible, attempt to provide an historical context to explain why the paper is considered a classic. I recommend that PowerPoint slides be used as an aid for the presentation. Following the presentation, there will be a discussion period 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 in pdf so that it can be posted on Canvas for all students in the class immediately after the paper is approved. In order to be fully prepared, presenters should read additional papers which relate to the paper they are presenting. **All** students are to read the primary paper prior to the presentation.

Grading

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

Selection of Papers

I will provide some lists but I also am assigning you to locate additional classic papers. To do this, you may need to do a literature search and also use citation sources such as PubMed and/or Google Scholar.

Curving – DO NOT request that grades be adjusted (curved).

Extra Credit – There is no scheduled extra credit in this class; there is only credit. Should “extra” credit opportunities arise, they will be offered to all students in the class.

Class Policy Statements:

There could be unannounced quizzes in this class.

Use of cell phones, similar electronic instruments, or computers, unless directly related to the class is prohibited. If you break this rule, you will be asked to leave.

Although roll will not be taken specifically, 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 Student Policy eHandbook (www.auburn.edu/studentpolicies) for the definition of excused absences. Students are expected to show evidence of thorough reading of assigned materials. Students are responsible for initiating arrangements for missed work.

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).

Honesty Code – The University Academic Honesty Code and the Student Policy eHandbook (www.auburn.edu/studentpolicies) 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.