**Strength Development**

**(KINE4600) Course Syllabus**

**Summer 2014**

**Instructor**: Brooks Mobley, M.Ed., CSCS

**Office**: 245 School Kinesiology Bldg

**Phone**: N/A

**E-mail**: moblecb@auburn.edu

**Office hours**: Monday- Friday: 12-2pm

**Prerequisites**: none

**Corequisites**: none

**Class schedule**: MTWRF: 10:00 – 11:30pm

**Location:** 2043 Beard-Eaves Memorial Coliseum

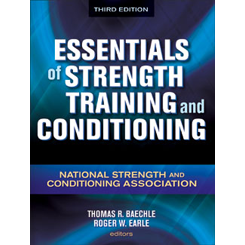
(\*not the Recreation and Wellness Center)

**Course description**: This course will focus on the physiological, anatomical/biomechanical and biochemical/molecular aspects of training for strength and power athletes. While **not** required for credit completion, students that excel in this class should be prepared to take the Certified Strength and Conditioning Specialist (CSCS) examination administered by the National Strength and Conditioning Association (NSCA). However, it is highly recommended that students preparing to take the CSCS exam also obtain extra materials from the NSCA such as practice exams and ancillary study materials.

**Syllabus prepared**: 04-19-2014

To learn more about the CSCS examination, visit the NSCA’s home page at

<http://www.nsca-lift.org/Certification/CSCS/>



**Required text**:

Baechle, T.R. & Earle, R. (2008). *Essentials of Strength and Conditioning. (3rd Ed.)* Champaign, IL: Human Kinetics.

**Best preparation:** print off class notes on AU Canvas prior to coming to class!!!

**Class Objectives:** upon completion of this course students should demonstrate an understanding of:

* The physiological adaptations that occur in response to different strength training paradigms
* The anatomical and biomechanical aspects of exercise training
* Basic concepts of sports nutrition and sports supplementation in strength and conditioning
* Concepts of strength and conditioning testing and prescription

**Semester Grading Rubric:**

|  |  |  |
| --- | --- | --- |
| Assignments | Description | Points/ % of final grade |
| Weekly Quizzes | **~ 17** weekly quizzes over lecture material  \*( *Lowest quiz will be dropped*) | **550 / 55%** |
| Midterm | Multiple Choice Exam  **Chapters 1 – 11** | **150 / 15%** |
| Class Project | Scientific Article Review Abstract/Paper | **50 / 5%** |
| Final Exam | Multiple Choice Cumulative Exam **Chapters 1 – 22** | **250 / 25%** |
|  |  |  |
| Total | - | 1000 / 100% |

**Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Point Range** | **Percent Scale** |
| A | 900 - 1000 | 90-100 |
| B | 800 - 899 | 80-89 |
| C | 700 - 799 | 70-79 |
| D | 600 - 699 | 60-69 |
| F | < 600 | <60 |

**Attendance and Late-work Policies:** attendance is highly encouraged given that 50% of his/her grade is obtained through daily quizzes. If he/she were to miss a class due to a foreseen circumstance (e.g., wedding, funeral, etc.), then make-up quizzes or exams can be re-scheduled. For unforeseen circumstances (slept late, flat tire, etc.) it is he’s/she’s responsibility to obtain class notes from fellow students and/or online.

**Disability and other accommodations**

Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should follow university-approved procedures. If you need assistance, make an appointment with the Program for Students with Disabilities, 1244 Haley Center 844-2096. Accommodations for examinations should be discussed with the instructor at least one week prior to the scheduled examination.

Also, please contact me for accommodations for class projects using MS word, PowerPoint, etc.

Finally, let me know if you have pertinent medical information that you need to share with me (e.g., cannot participate in weight-lifting laboratories due to prior injury, etc.).

**Academic Honesty and Conduct**

All portions of the Academic Honesty code on <https://fp.auburn.edu/studentaffairs/policies.aspx> apply.

**Diversity**

Auburn University is committed to providing a working and academic environment free from discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all its members.

**Contingency Plan**

If the normal schedule is disrupted, the syllabus and other course plans may be modified to allow for completion of the course. Your instructor is aware that things may arise and affect the course of work as a class; in that case, your instructor will provide an addendum to your current syllabus with revised course assignments which will then replace this syllabus.

**NO CHEATING TOLERATED!**

**Also, NO NEWSPAPERS!**

**NO SLEEPING!**

**NO TEXTING!**

**\*Students may use computers and/or tablets to view class materials and/or take notes; however, if students are suspected of browsing the internet during class time, pop-up quizzes may be given without notice.**

**Scientific Article Review Abstract/Paper**

Abstract – An abstract can be defined as a summary of the information in a document. It enables readers

to identify the basic content of a paper quickly and accurately, to determine its relevance to their interests,

and thus to decide whether they need to read the entire paper.

Guidelines – Your abstract length should be a minimum of 200 words and a maximum of 250 words. The

abstract should include a statement of the purpose or principal objectives of the study, a brief description

of the methods, a summary of the main findings (you do not need to cite specific statistical tests that were

used, or include statistical outcomes or data), and a statement of the principal conclusion(s), if any.

These assignments must be typed. Put your name in the top right–hand corner of the page. Skip 2

lines and provide the American Psychological Association (APA, 6th Ed.) citation for the article (authors,

year, title of article, *(Journal of choice), volume number,* inclusive pages. This

may be typed single-spaced). Skip 2 lines and type the word **Abstract** centered on the page. Skip 2 lines

and then type your abstract as one **double–spaced** paragraph, beginning flush left. Use complete,

grammatically correct sentences. Check your spelling, and proofread your work. Provide a word count at

the bottom of the page. Most word–processing programs can do an automatic word count for you.

Write the abstract as if **you were the author** of the article. Therefore, it is not plagiarism if you

copy information word–for–word from the article. Remember, you wrote it; it’s your article. Now, you

simply have to write the abstract for it.

|  |  |  |
| --- | --- | --- |
| **Date** | **Syllabus** | **Reading** |
| 6/23 Monday | Introduction and syllabus | --- |
| 6/24 Tuesday | Muscular, Neuromuscular, CV, and Respiratory Systems | Chapter 1 |
| 6/25 Wednesday | Bioenergetics of exercise | Chapter 2 |
| 6/26 Thursday | Endocrine response to Resistance exercise | Chapter 3 |
| 6/27 Friday | Biomechanics of resistance exercise | Chapter 4 |
| 6/30 Monday | Adaptations to anaerobic training programs | Chapter 5 |
| 7/1 Tuesday | Adaptations to aerobic training programs | Chapter 6 |
| 7/2 Wednesday | Age- and sex-related differences and their implications for exercise | Chapter 7 |
| 7/3 Thursday | Psychology of athletic preparation | Chapter 8 |
| 7/4 Friday | **NO CLASS – INDEPENDENCE DAY** |  |
| 7/7 Monday | Performance enhancing substances | Chapter 9 |
| 7/8 Tuesday | Nutritional Factors | Chapter 10 |
| 7/9 Wednesday | Test selection and administration | Chapter 11 |
| 7/10 Thursday | **MIDTERM EXAM REVIEW** |  |
| 7/11 Friday | **MIDTERM** | ~100 M/C, T/F, Matching Questions |
| 7/14 Monday | Administration, scoring, and interpretation of selected tests | Chapter 12 |
| 7/15 Tuesday | Warm-up and stretching | Chapter 13 |
| 7/16 Wednesday | Resistance training and spotting techniques | Chapter 14 |
| 7/17 Thursday | Resistance training prescription | Chapter 15 |
| 7/18 Friday | Resistance training prescription | Chapter 15 |
| 7/21 Monday | Plyometric training | Chapter 16 |
| 7/22 Tuesday | Speed, agility, speed-endurance training | Chapter 17 |
| 7/23 Wednesday | Aerobic endurance exercise training | Chapter 18 |
| 7/24 Thursday | Periodization | Chapter 19 |
| 7/25 Friday | Rehabilitation and reconditioning  **FINAL EXAM REVIEW**  **Last Day of Class** | Chapter 20 |
| 7/28 Monday |  |  |
| 7/29 Tuesday |  |  |
| 7/30 Wednesday  8:00-10:30 a.m. | **FINAL EXAM** | ~100 M/C, T/F, Matching Questions |
|  |  |  |
|  |  |  |
|  |  |  |