**Strength and Conditioning Development**

**(KINE 4600) Course Syllabus**

**Summer 2023**

**Professor**: Philip Agostinelli, MS, CSCS, EP **Phone**: N/a

**Office**: Kinesiology Building Rm 296 **Prerequisites**: N/a

**Office hours**: Tues 10-11:00am, Wed 1-2:00pm **Class schedule**: MTWRF 8:00-9:30am

**E-mail**: pja0007@auburn.edu **Class Location:** Kinesiology Building 126

**\*\*Please email me to schedule an appointment that fits your schedule, if needed.**

**Course Description**

The primary intention of this course is for students to learn the scientific principles underpinning human strength development. Furthermore, this course will focus on the science and practice of strength and conditioning development. Topics will include but may not be limited to: Basic concepts of training theory, methods of strength training, methods of conditioning training, and periodization.

**Course Objectives**

The specific objectives of this class for the student are as follows:

1. A general knowledge of the effects of strength and conditioning training.
2. A general knowledge of the adaptations to the musculoskeletal systems in response to training.
3. A general knowledge of what causes increases in strength and conditioning.
4. An ability to prescribe sound science-based training programs.
5. An abbreviated understanding of exercise prescriptions for general and specific populations.

**Textbooks**: Below, are the names of 3 ***recommended textbooks*** for this course. These textbooks are ***not required*** but are encouraged for those who desire to possess a more comprehensive understanding of the conditioning process:

* Scientific Principle of Strength Training: With Application to Powerlifting
  + https://www.amazon.com/Scientific-Principles-Strength-Training-Applications-ebook/dp/B086T2CYLD
* *Essentials of Strength Training and Conditioning*. National Strength and Conditioning Association; Haff, G.; Triplett, T.; editors. (2016, 4th Edition). Champaign, IL; Human Kinetics.
* *Advanced Strength and Conditioning: An Evidence-based Approach*
  + https://www.amazon.com/gp/product/1138687367/ref=ppx\_yo\_dt\_b\_asin\_title\_o06\_s00?ie=UTF8&psc=1

**Student Learning Outcomes**

(a) Demonstrate a general knowledge of the concepts and applications of strength and conditioning training.

(b) Demonstrate a general understanding of the terms used in strength and conditioning training.

(c) Demonstrate knowledge of the adaptation(s) to strength and conditioning training.

(d) Demonstrate knowledge of the importance for training periodization.

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Point Range** | **Percent Scale** |
| A | 180-200 | 90-100 |
| B | 160-179 | 80-89 |
| C | 140-159 | 70-79 |
| D | 120-139 | 60-69 |
| F | 0-119 | <60 |

**Semester Grading Rubric:**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Description** | **Points/ % of final grade** |
| **Quizzes (5)** | Quizzes will have a varying format; questions could be multiple choice, true or false, fill in the blank, or short answer. The quizzes will be taken on canvas and only one attempt will be provided. | **125 / 62.5%** |
| **Class Project (1)** | Presentation and write-up of a literature review of three research articles | **75 / 37.5%** |
| **Total** | **-** | **200 / 100%** |

**Quiz format:** Quizzes will have a varying format; questions could be multiple choice, true or false, fill in the blank, or short answer. The quizzes will be taken on in person.

**Literature Review:** This review will consist of is the breakdown of three research articles based on a topic covered in the course lectures and create and create a tri-fold presentation that outlines the following:

1. Purpose of each study

2. Population being studied (age, sex, training status, number of participants, exclusion criteria, etc)

3. The experimental design/methods/training program used in the study

4. The results that were found by the study

5. The interpretation and main takeaways of those result

6. Critique of the article - what are some things they did well, things you would change, and question you had?

7. Citations

You will also be required to submit a write-up summarizing your findings and feedback on the assignment.

**Class Policies**

**Attendance and Late work**

Please refer to the Student Policy eHandbook (www.auburn.edu/studentpolicies) for the definition of excused absences. Attendance is not mandatory as such; class attendance will not directly impact your course grade. Students will be expected, should they choose to be absent for any excused or unexcused reasons, to obtain all information necessary for successful completion of this course. Exams can be re-scheduled for any excused absence, but unexcused absences will result in a zero for the missed assignment.

**Quiz Attendance**

Exam dates will be announced in class at least one week prior to the scheduled exam date. Missed exams will result in 0 points for that portion of the course grade, with no exceptions. Excused absences on exam dates must be arranged prior to the start of the exam for makeup consideration. Students who do not contact me in advance of their missed exam will not be allowed to take the exam at a later date. The student is responsible for being aware of scheduled exams even in the event that a student misses a class where an exam is announced for excused or unexcused reasons.

**Cell Phone Policy**

Cell phones must be turned off or on silent mode during class and not present from view. You will not be prohibited from answering cell phone calls during class time, though you will be required to leave class to answer a call. Cell phones and other handheld devices may not be used or visible during exams. If you need a calculator during an exam, you must bring a “low-tech” device that is not capable of text messaging. Students choosing to have a texting device visible during an exam will receive a 0 grade for that exam.

**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, 334-844-2096 (V/TT).

**Academic Honesty and Conduct**

Students are expected to do their work and cheating will not be tolerated. All portions of the Academic

Honesty code on <https://www.auburn.edu/academic/provost/academic-honesty/> & <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf> apply.

**Diversity, Equity, Equality**

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.

**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 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.

**Contingency Plan**

If the normal schedule is disrupted, the syllabus and other course plans may be modified to allow for the completion of the course and to benefit the student and their learning experience. 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 and all its content. A new syllabus (Syllabus B) will be employed at that time.

***\*\*\*TENTATIVE CLASS SCHEDULE\*\*\****

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic Covered** | **Assignments** | **Notes** |
| 1 (5/17 – 5/19) | Introduction Lecture | **Discuss Project – Quiz 1** |  |
| 2 (5/22 – 5/26) | Intro 2 and Specificity | **Quiz 2** |  |
| 3 (5/29 – 6/2) | Specificity 2 and Overload | **Quiz 3** | **No Class 5/31-6/2** |
| 4 (6/5 –6/9) | Fatigue Management | **Quiz 4** |  |
| 5 (6/12 – 6/16) | Intro to Periodization | **Quiz 5** |  |
| 6 (6/19 – 6/23) | Presentations and Group Discussions | |  |