Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Education
   Department: Kinesiology

2. Course Prefix and Number: KINE 3043
   3. Effective Term: Fall 2014

4. Course Title: History of American Physical Culture
   Abbreviated Title: History of Amer Physical Culture

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   - [ ] Update Course Number
   - [ ] Proposed Course Number:
   - [ ] Type of Revision:

6. Course Credit:
   Contact/Group Hours: 3
   Scheduled Type: Lecture
   Weekly or Per Term: W
   Credit Hours: 3
   Anticipated Enrollment: 25
   Total Credit Hours: 3

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use “P” to indicate a prerequisite, “C” to indicate a corequisite, and “P/C” to indicate a prerequisite with concurrency.

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Appreciation of the historical and cultural aspects of health, exercise, fitness and sports activities in modern American society.

11. May Count Either:
    Program Type
    (e.g.: minor, major, etc.)
    Program Title
    (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    Requirement or Elective?
    (required or optional?)

12. Affected Program(s):
    Major
    Various
    Elective

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - [ ] Applicable
   - [ ] Not Applicable
14. Justification: A vital aspect of any student's learning experience is the need to understand how one's program or subject being studied developed and how it fits into the broader framework of the academic community and society. Currently no Kinesiology course provides this connection between the past and present or how it might relate to one's future career. This course is designed to complement existing courses in the Kinesiology curriculum by providing a historical and cultural background to the study of movement and thereby impart greater meaning to what is being learned. It is being offered in an online format to provide greater teaching/learning flexibility for the instructor and students and to fulfill the commitment of the School and the University to online education.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: Students will have access to course content and learning materials via LMS, Learning Resource Centers, Auburn Libraries online and other related resources. Any additional resources needed for the delivery of this course will be covered by the revenue generated by the distance fees associated with this course. No other resources will be needed at this time.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:
   - Understand how and why exercise, fitness, and sports became vital components to the American way of life and the extent to which they have had an impact on the health of the nation.
   - Develop a broader perspective on how sports and physical activity are integrated with American society and culture.
   - Appreciate the more humanistic aspects of their study of kinesiology.
   - Relate the historical and cultural traditions of physical culture to their own lives and their own participation in fitness and sports activities and the development of a healthier lifestyle.
   - Improve their critical thinking and writing skills.
   - Develop a greater appreciation for the scientific aspects of movement through understanding its historical context.
   - Perceive exercise and fitness as a way of life and a source of personal identity.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
   - Week One—Introduction to the Course and Explanation of Syllabus
   - Watch lecture on the Ancient Origins of Physical Culture
   - Quiz and Discussion on topic of lecture via LMS
   - Week Two—Readings: Green #1 & 2
   - Watch lecture on "Recreation and the Strongman Era"
   - Quiz and Discussion on Readings and Lecture via LMS
   - Week Three—Readings: Green #3 & 4
   - Watch lecture on "The Golden Age of Sport and Muscle Peddlers"
   - Quiz and Discussion on Readings and Lecture via LMS
   - First Presentation Due
   - Week Four—Readings: Green #5 & 6
   - Watch lecture on "Bob Hoffman and the York Gang"
   - Quiz and Discussion on Readings and Lecture via LMS
   - Week Five—Readings: Green #7 & 8
   - Watch lecture on "The Olympics"
   - Quiz and Discussion on Readings and Lecture via LMS
   - Week Six—Readings: Green #9 & 10
   - Watch lecture on "The Weider Brothers"
   - Quiz and Discussion on Readings and Lecture via LMS
   - Second Presentation Due
   - Week Seven—Readings: Green #11 and Epilogue
Watch lecture on "Mr. America"
Quiz and Discussion on Readings and Lecture via LMS
Week Eight—Readings: Adams #1-4
Watch lecture on "Muscle Beach"
Quiz and Discussion on Readings and Lecture via LMS
Week Nine—Readings: Adams #5-9
Watch lecture on "Steroids and Ergogenic Aids"
Quiz and Discussion on Readings and Lecture via LMS
Third Presentation Due
Week Ten—Readings: Adams #10-13
Watch lecture on "Arnold Schwarzenegger"
Quiz and Discussion on Readings and Lecture via LMS
Week Eleven—Readings: Adams #14-Epilogue
Watch lecture on "Women and Minorities"
Quiz and Discussion on Readings and Lecture via LMS
Fourth Presentation Due
Week Twelve—Readings: McKenzie #1 & 2
Watch lecture on "Health Clubs and Machine Fitness"
Quiz and Discussion on Readings and Lecture via LMS
Week Thirteen—Readings: McKenzie #3
Watch lecture on "CrossFit"
Quiz and Discussion on Readings and Lecture via LMS
Week Fourteen—Readings: McKenzie #4
Watch lecture on "Big-Time College Sports"
Quiz and Discussion on Readings and Lecture via LMS
Week Fifteen—Readings: McKenzie #5 and Epilogue
Fifth Presentation Due
Semester Project Due

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Learning for distance education students will be facilitated through Panopto and LMS delivery systems provided by the university. It will incorporate the camera lecture format on power point made available through the former and various other functions through the latter, including announcements, quizzes, discussions, presentations, and peer review/grading conveyed by means of weekly modules. By such means students will be able to communicate regularly not only with the instructor but with other class members.

Students should check LMS daily for discussion postings, deadlines, and grades.

All course work will be conducted online. University e-mail is the official form of communication for this class. It is the student's responsibility to allocate sufficient time to complete all online assignments. Planning ahead is critical to success.

Weekly Quizzes: Each week students are required to take a ten point quiz based on the lectures and on-line readings.

Weekly Discussions: Each week students are required to participate in an on-line discussion with classmates on a question submitted by the instructor.

Presentations: Every three weeks students are required to submit an original power point presentation/essay related to some aspect of the material covered during the previous three weeks. Sources may include hard copy or online publications as well as You Tube Illustrations. Power point presentations must last for 10-15 minutes. Each presentation will be subject to a (50-75 word) peer review by two other classmates selected by the instructor. Both presentations and peer reviews will be evaluated on content, grammar, and style.

Project: Each student is required to submit a project based on research into how and to what extent the student and his/her family (including ancestors and extended family) fit into the physical culture tradition presented in this course. Sources should include not only the student's
own personal history but related documents and interviews with family members about the personal health, exercise, fitness, and sports activities and interests in past generations. A minimum of ten double-spaced pages is required. Grading criteria will be based on content, grammar, and style. Draft essays submitted at least a week prior to the deadline are eligible for a free read with comments. Online tutoring is available through the Miller Writing Center at Auburn University--334-844-7475 or AuburnWrites@auburn.edu.

Quizzes, discussions, and presentations will remain open only for specified dates and times. The project deadline at the end of the semester is absolute. It is the student's responsibility to check LMS online frequently to meet these deadlines. No make-up work will be allowed, and a score of 0 will be recorded for missed assignments. For excused absences see the Student Policy e-handbook (www.auburn.edu/studentpolicies).

Make-up work for excused absences must be completed within 7 calendar days. All questions with regard to assignments and due dates must be communicated to the instructor by e-mail by at least two days prior to submission.

Students are expected to complete all assignments without benefit of any outside resources. All students must adhere to the Auburn University honesty code (Title XII) in the Student Policy e-handbook (www.auburn.edu/studentpolicies). All violations of the SGA Code will be reported to the Office of Provost for reference to the Academic Honesty Committee.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Grading Format

Quizzes--20% This weekly exercise requires the student to stay abreast of the material presented in the readings and lectures. These two learning resources provide the student with differing perspectives on each time period, and the objective of the quizzes is to enable the student to integrate this information into a meaningful whole.

Discussions--20% Further integration is made possible through online responses to a question relating to the readings/lecture material posed by the instructor.

Presentations--20% By means of power point presentations, students will have a further opportunity to integrate their knowledge on a broader scale by exploring a topic related to information gained from the previous three weeks' readings and lectures, sharing it with their fellow classmates, and receiving feedback from peer reviews as well as the instructor.

Project--40% A final form of integration on an even broader scale will entail a project where students must delve not only into their own past but into that of their families in order to establish a meaningful personal relevance to the material covered during the semester. The possibility of early draft submissions (strongly encouraged) will enable students to hone their critical thinking and writing skills in this exercise.

Through an evaluative process stressing integration at every learning level, it is hoped that students will gain a greater knowledge and appreciation of the historical and cultural aspects of health, exercise, fitness and sports activities in modern American society.

Grading Scale

90-100%=A
80-89%=B
70-79%=C
60-69%=D
0-59%=F

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:
POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

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, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from 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. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. 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.

Disability 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, 864-2086 (V/T/T).
Supplemental Information For Addition Of Distance Education (DE) Course

1. Proposing College / School: Education
   Department: Kinesiology

2. Course Prefix and Number: KINE 3043
   3. Effective Term: Fall 2014

4. Course Title: History of American Physical Culture
   Abbreviated Title (30 characters or less): List of Amer Physical Culture

5. On-Campus Pre/Corequisites:
   Prerequisite(s): None
   Corequisite(s): None
   Pre/Corequisite(s): None
   DE Adjustment: None

6. Affected Program(s):
   (Respond “N/A” if not included in any program; attach memorandum if more space is required)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
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<tbody>
<tr>
<td>Major</td>
<td>Various</td>
<td>Elective</td>
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7. Justification for DE Delivery:
   (Include a concise, yet adequate rationale for accreditation, as part of a proposed distance education program; expansion of opportunity for working professionals; students; etc.)
   Online delivery of the course will provide greater teaching/learning flexibility for the instructor and students and is in line with the University's commitment to increasing online enrollments.

8. Access to Resources:
   (Indicate how distance education students will be provided with resources, including equipment, computer and internet access, library facilities, and learning centers.)
   Students will have access to course content and learning materials via LMS, Learning Resource Centers, Auburn Libraries online and other related resources. Any additional resources needed for the delivery of this course will be covered by the revenue generated by the distance fees associated with this course. No other resources will be needed at this time.

9. Course Content Delivery:
   (Outline, in specific detail, what adjustments will be made to the existing course in order to accommodate learning via distance education. Include delivery of lecture material, discussion sessions, and submission of assignments/papers, as applicable.)
   Delivery of the course content will be online via LMS and Panopto and through the assigned readings.

10. Course Interaction:
    (Provide specific information regarding the adjustments to student interaction between the student and instructor and peers via distance education, include such aspects as office hours, class participation, and -- if applicable -- any time that the student would be required to be on-campus.)
    Students are required to interact with each other and the instructor during the Discussions. Students will also provide feedback to their peers’ presentations for the instructor-designated peer review assignments.