Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: RECR 112 **Year: 2025-2026**

Course Title: Introduction to Kinesiology **Credit Hours: 3**

I. Course Description:

This course will provide an overview of the sub-discipline areas within Kinesiology as well as the vocational opportunities, certifications, and professional associations within the field. Prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Spring semester.

II. Additional Course Information:

1. This is the required foundational course of Recreation: Exercise Studies A.S. It provides students with an understanding and analysis of the nature, history, evolution, and value of physical activity.
2. This course is appropriate for anyone with interest in the subject matter.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Compare and contrast the numerous spheres and importance of physical activity experiences in our culture today.
2. Describe the various sub-disciplines in kinesiology and explain what methods professionals in these areas use to research and apply the resulting data to physical activity for a diversity of individuals.
3. Analyze historic, current, and future issues and trends, and the role of physical activity, fitness, and sport in our society.
4. Evaluate the many career options available in the field of kinesiology.
5. Describe a specific career in kinesiology by completing a career analysis paper.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

Tompkins Cortland ILOs N/A

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program
Recreation: Exercise Studies A.S.

PLO - Describe/explain the history, development, impact and value of leisure, recreation and physical fitness to individuals and society.

SLO

3. Analyze historic, current, and future issues and trends, and the role of physical activity, fitness and sport in our society

PLO- Effectively communicate with others, both orally and in writing.

SLO

5. Describe a specific career in kinesiology through completion of a career paper

PLO - Describe/explain the role of the personal fitness professional as an advocate for leisure, diversity, personal health, fitness, and services for all individuals.

SLO

1. Describe the various sub-disciplines in kinesiology and explain what methods professionals in these areas use to research and apply the resulting data to physical activity for a diversity of individuals.
2. Evaluate the many career options available in the field of kinesiology.
3. Describe a specific career in kinesiology by completing a career paper.

SUNY General Education Outcomes N/A

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING - Students will:

a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
b. develop well-reasoned arguments.

☐ INFORMATION MANAGEMENT - Students will:

a. perform the basic operations of personal computer use;
b. understand and use basic research techniques; and
c. locate, evaluate and synthesize information from a variety of sources.

☐ GENERAL EDUCATION CATEGORY - Area(s):

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1. Understanding the Experience of Physical Activity
2. Scholarly Study of Physical Activity
3. Becoming a Physical Activity Professional
4. History and Philosophy of Physical Activity
5. Sociology of Physical Activity
6. Motor Behavior
7. Sport and Exercise Psychology
8. Biomechanics

VI. Methods of Assessment/Evaluation

Method	**% Course Grade**
1. Reports, papers, and case studies	20-40%
2. Periodic quizzes and/or exams	25-50%
3. Course assignments, projects, and experiences	20-40%

VII. Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

1. Hoffmann, Shirl J. *Introduction to Kinesiology*. Latest Ed. Human Kinetics.

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Rahl, Riva. *Physical Activity and Health Guidelines eBook Recommendations for Various Ages, Fitness Levels, and Conditions from 57 Authoritative Sources*. 2010. Human Kinetics, Champaign, IL. ISBN-13: 9780736087544
2. Fitzsimmons, Suzanne, and Buettner, Linda L. *Health Promotion for the Mind, Body, and Spirit*. 2006. Venture Publishing, State College, PA. 978-1-892132-63-5
3. Payne, Laura, Ainsworth, Barbara, and Geoffrey Godbey. *Leisure, Health, and Wellness: Making the Connections*. 2010. Venture Publishing, State College, PA. 978-1-892132-89-5
4. Hamilton, Nancy, Weimar, Wendi, and Kathryn Luttgens. *Kinesiology: Scientific Basis of Human Motion*. Latest Edition. McGraw Hill, New York, NY.

5. Mechikoff, R. *A History and Philosophy of Sport and Physical Education: From Ancient Civilizations to the Modern World.* Latest Edition. Human Kinetics, Champaign, IL
6. Powers, S., Howley, E., and Quindry, J. *Exercise Physiology: Theory and Application to Fitness and Performance.* Latest Edition. Human Kinetics, Champaign, IL.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified

Electronic: (Available through TC3 Library Database)
JOPERD--The Journal of Physical Education, Recreation & Dance
Human Movement Science, Elsevier B.V.
Journal of Applied Biomechanics
Journal of Exercise Physiology
Physical and Health Education Journal
Strength and Conditioning Journal

Other: TC3 Fitness Center

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*
Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.