



Figure 1: Owens Logo.

**Course Syllabus
SEMESTER XXXX
School of Nursing and Health Professions**

<i>Course Name:</i>	Intro to Kinesiology
<i>Course & Section Number:</i>	EXS 130-GENERAL SYLLABUS
<i>Meeting Day(s) & Time(s):</i>	Lecture: Laboratory:
<i>Credits:</i>	3
<i>Contact Hours:</i>	2 lecture/3 lab
<i>Text:</i>	Foundation in Kinesiology and Biomechanics 2 nd edition Trail Guide to the Body: Student Workbook, 6 th edition
<i>Instructor's Name*:</i>	
<i>Student Hours</i>	
<i>OCC Phone:</i>	
<i>OCC Email**:</i>	

*You may call me . Unless otherwise stated, I will try to use your name. Be patient as it may take me a few weeks to learn your name. If you have a preferred name, please let me know.

**Please only use your student OCC email to contact me. Emails from outside OCC are typically sent to junk files and may delay my answer.

Catalog Description:

An interdisciplinary fundamental course that emphasizes anatomy and basic kinesiology in describing joint motion and muscle action using terminology most widely accepted throughout healthcare. Studies the structure, function and movement of the musculoskeletal system.

Prerequisites/Corequisites:

N/A

Course Materials:

Foundation in Kinesiology and Biomechanics
Trail Guide to the Body: Student Workbook, 6th edition

*If a **print book, e-book, or access code** is required for class, you can access the Owens Community College e-Campus Bookstore by accessing the online link, called “Find Books” on the course schedule for each course section. See the example below.*

EXS130-002		Intro to Kinesiology				3	\$20	25	18
2025 Fall Semester		2025-08-25 - 2025-12-11		Face-to-Face	[Course Info]	[Find Books]			
M	2:00 PM - 3:50 PM	2025-08-25 - 2025-12-11			Lecture	PA 138	Toledo		
Fee Breakdown: Lab Fees \$20.00									
Last day to add: Aug 29, 2025 -- Last day to drop: Dec 11, 2025									
Refund deadlines: Aug 29, 2025 (100%) -- Sep 05, 2025 (60%) -- Sep 12, 2025 (50%)									

What You Will Learn in the Course

Course Objectives:

Course will...

- Explanations of functional movement using correct terminology and planes of motion.
- Definitions of the normal function(s) of human anatomical structures.
- An introduction to techniques for correction of weaknesses and imbalances within the musculoskeletal system.

Student Learning Outcomes:

Student will:

Outcome	Where assessed
1. Describe movement patterns in activities of daily living and exercise using correct terminology and referring to the planes of motion.	Exams, Final Project, Assignments, Labs
2. Differentiate between normal movement patterns and compensated movement patterns.	Exams, Final Project, Assignments, Labs

3. Analyze and correct movement by using proper cues, demonstrations and/or visual aids.	Exams, Final Project, Assignments, Labs
4. Identify critical landmarks of the musculoskeletal system.	Exams, Final Project, Assignments, Labs

Program Outcomes:

The following program outcomes are assessed in this course:

Outcome	Where assessed
1. Display ethical and professional behavior as it pertains to the role of exercise science in modern healthcare.	Introduced: Labs
2. Integrate physiological or psychological principles and strategies of physical fitness to effectively support clients in achieving behaviors for optimal health and wellness.	Introduced: Assignments
3. Assess wellness or movement indicators in individuals.	Introduced: Assignments, Labs
4. Design evidence-based exercise training programs utilizing various types of training modalities.	N/A

Institutional General Education Competencies

As a student at Owens Community College, you will take General Education courses as part of your degree program. While specific to the General Education courses, will be reinforced in many of your degree program major courses and may be measured in your capstone course(s) and others as identified.

Outcome	Where assessed
1. Communicate Effectively	Introduced: Final Project, Assignments, Labs
2. Act with professional responsibility.	Introduced: Labs
3. Demonstrate sensitivity to others' beliefs and values.	Introduced: Labs
4. Think analytically, critically and creatively.	Introduced: Exams, Final Project, Assignments

Technology, Lab, and File Requirements:

The Blackboard Learning System is an online course environment available for all Owens courses, even those that are not web-based. Blackboard Ultra offers students a resource where they can communicate and collaborate with instructors and fellow students outside of the physical classroom. The Health and Exercise Science classes integrate Blackboard into each course and it is essential for all students to become familiar with the system. Check the STUDENT HELP AND RESOURCES tab on the blackboard shell for information on technical support and Software/Hardware requirements for utilizing Blackboard to complete assignments and communicate with peers and faculty.

Academic Support:

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: writing, economics, science, and math. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information:

Student Code of Conduct:

All students are expected to follow Owens Community College's [Student Code of Conduct](#), which includes academic honesty, encompassing plagiarism. See the [Board Policy](#) for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct:

All students, faculty, and staff are expected to follow Owens Community College's [Anti-Discrimination and Harassment Policy](#) and the College's [Title IX Policy](#)/Sexual Misconduct

Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

[Anti-Discrimination and Harassment](#)

[Anti-Discrimination and Harassment Procedures](#)

[Title IX/Sexual Misconduct Procedures](#)

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs:

provost@owens.edu

*The policy may be found on the Owens website: [3358:11-2-63 Accommodation](#) for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection:

Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of general education or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or prospective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See <https://studentprivacy.ed.gov/ferpa> regulations for more information.

Use of AI:

Least Restrictive

Use of AI Tools: In this course, students are encouraged to explore and utilize generative AI tools, such as chatbots, text generators, paraphrasers, etc., as part of their learning and coursework. Proper attribution and transparency about your usage of an AI tool are expected. Here are some examples of ethical and responsible generative AI use.

- Use AI tools only for tasks that are appropriate for your level of learning and understanding. Do not use AI tools to replace your own thinking or analysis, or to avoid engaging with the course content.
- Cite any AI tools you use properly, following the citation style specified by the instructor.
APA Example:
 - OpenAI. (2024). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>
- Provide evidence of how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.
- Take full responsibility for any mistakes or errors made by the AI tool. Do not rely on the

AI tool to produce flawless or correct results. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible.

- If you are working on a group assignment, discuss the use of AI tools with your group members and agree on how you plan to use them and how you will be transparent with the instructor regarding their use.

If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.

Student Responsibilities & Instructor Expectations

Instructor Expectations:

Attendance/Class Time: I will try to be respectful and begin and end class on time. If class needs to be canceled, I will notify students as soon as possible by email announcement. All electronic communication devices are to be turned off and out of view during class unless being used for class purposes.

Grading Assignments: Assignments that are to be submitted by the due date, after grading they will be recorded in the Blackboard grade center. Assignments that are submitted after the due date *may* take up to 8 days before I am able to grade it.

Answering emails: I will do my best to respond to your emails within 24 - 48 hours on weekdays and 48 hours or longer on weekends. Please use your Owens email account to contact me.

Announcements: Updates and/or reminders will be announced in class and may be posted on the Blackboard Announcement page.

Student Hours: These posted times (see above) are designated for me to meet with and assist you, outside of normal class time, with relevant concerns/questions you may have regarding this course or program.

Facilitating successful completion of the course: I welcome questions, concerns and experiences relevant to the lecture topics, course and/or professional field. We learn from each other. If appropriate, I encourage you to share and ask during class. You may also contact me during student hours or email me. If I feel there is a need, I will reach out to the student or class as a whole to address that need. I may make referrals to other campus resources as needed including *Early Alert*.

Student Responsibilities:

Attendance/Participation: Class discussions, activities and participation are an integral component of learning and understanding the course material. It is important that you have access to the Power Points during class. If you are going to be absent, please notify the instructor prior to missing the class, if possible. Please look at the assignment calendar to see what was

missed (topic, assignments, etc.), review the power points and contact the instructor if you have any questions.

Class will begin on time, so please plan accordingly.

Assignment submission: Students are to be familiar with the assignment calendar and how to submit assignments. If you are unable to submit an assignment by the end of the day on the due date, you are encouraged to still submit it. Although full credit *may not* be given if the assignment is late, you will be able to earn *at least* partial credit.

Check Email/Blackboard Shell: Any updates will be announced in class and may be sent to your email and/or posted on the Blackboard shell. Students are encouraged to check their email *at least* once daily and to log into their Blackboard shell several times a week to remind themselves of upcoming assignments, etc.

Tests/Quizzes: All tentative dates for assignments and tests are listed on the assignment calendar or will be announced in class.

Phones: I have found phones to be a distraction in class. Please silence your phone and keep it out of sight. However, there may be circumstances that you may need to have your phone available for personal reasons. If this is necessary, please be discreet and leave the classroom.

Contacting the instructor: Email is the best way to reach me, outside of student hours. Please include your course number and section in the subject line. There is a short power point on the Blackboard shell regarding polite, professional email communication.

Asking for help/clarification: I expect questions and that's ok. Unless I am told otherwise, I will assume that every student understands what was said in class, on the Blackboard shell and through emails. Sometimes the best thing you can say is "I am not following this concept" or "I have no idea where to begin with this assignment." All classes, and courses in this program, will build on and further develop the information we discuss. Please don't hesitate to reach out as soon as you have questions or need clarification.

Classroom Environment:

Respectful Class Communication:

Our classroom is safe place. Faculty and students show respect for each other in class, discussion boards and all communication.

Use proper netiquette at all times on discussion boards. This will be addressed in the Discussion Board Rubric and Instructions, found on the syllabus/information tab.

Philosophy:

I support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. Students in this class are encouraged to speak up and participate during discussions. Because the class will represent a diversity of individual beliefs, backgrounds and experiences, every member of this class will show respect for every other member of this class while we demonstrate diligence in understanding how other peoples' perspectives, behaviors and worldviews may be different from their own.

How Grades are Determined and Major Assignments

Evaluation Measure	Student Learning Outcomes Assessed	Value
3 EXAMS	1, 2, 3, 4	20 %
ASSIGNMENTS	1, 2, 3, 4	40 %
FINAL PROJECT	1, 2, 3, 4	10 %
LABORATORY	1, 2, 3, 4	30 %
Total		100 %

Grading Procedure:

Grades will be calculated on the following scale:

90% and Above	A
80% to Less than 90%	B
70% to Less than 80%	C
60% to Less than 70%	D
Less Than 60%	F

If you are an OTA or PTA student, you are required to pass the course by 74% or higher per program specific academic guidelines.

ASSIGNMENT CALENDAR (TUESDAY)

Week Date	LECTURE	LAB
Week 1	Topic: Introduction to Course Readings: Principles of Kinesiology and Biomechanics - <i>Samuels</i> Ch. 1 ASSIGNMENT 1	Reading: Introduction - <i>Trail Guide</i> ; Introduction – <i>Student Workbook</i> Assignment: Student Workbook Worksheet (pp. 1-5)
Week 2	Topic: Joints Readings: Structure and Function of Joints – <i>Samuels</i> Ch.2 ASSIGNMENT 1	Reading: Navigating the Body – <i>Student Workbook</i> Ch. 1 Assignment: Student Workbook Worksheets (pp. 6-24)

Week 3	Topic: Muscles Readings: Structure and Function of Muscles - <i>Samuels</i> Ch. 2/3	Reading: Navigating the Body - <i>Trail Guide</i> Ch. 1 Assignment: Workbook Worksheets (pp. 6-24) Turn in Assignment: Student Workbook Worksheets #1 (pp. 1, 2, 7, 8, 9, 10, 11, 12, 13)
Week 4	Topic: Biomechanics Readings: Additional Biomechanical Principles - <i>Samuels</i> Ch.3/4	Assignment: Student Workbook Worksheets (pp. 6-24) Turn in Assignment: Student Workbook Worksheets #2 (pp. 16, 17, 18, 23)
Week 5	Topic: Leg & Foot – Foot Readings: Structure and Function of the Ankle and Foot Complex - <i>Samuels</i> Ch. 4/13 EXAM 1 ASSIGNMENT 2	Reading: Student Workbook – Ch. 7 Assignment: Worksheets (pp. 179-208) Foot
Week 6	Topic: Knee Complex Readings: Structure and Function of the Knee Complex - <i>Samuels</i> Ch. 12	Reading: Student Workbook – Ch. 7 Assignment: Worksheets (pp. 179-208) Turn in Assignment: Student Workbook Worksheets #3 (pp. 179, 180, 183, 184, 186, 189, 190, 191, 192, 193, 194, 195, 200, 201, 202)
Week 7	Topic: Hip Complex Readings: Structure/Function Hip Complex – <i>Samuels</i> Ch. 12/11	Reading: Student Workbook – Ch. 6 & 7 Assignment: Worksheets (pp. 143-183)
Week 8	Topic: Gait Readings: Gait - <i>Samuels</i> Ch. 11/14 ASSIGNMENT 3	Reading: Student Workbook – Ch. 6 Assignment: Worksheets (pp. 143-177) Turn in Assignment: Student Workbook Worksheets #4 (pp. 143, 144, 145, 149, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165)
Week 9	Topic: Temporomandibular Joint Readings: Structure and Function of the Temporomandibular Joint – <i>Samuels</i> Ch. 14/7	Assessment: Practical: LE Reading: Student Workbook – Ch. 5 Assignment: Worksheets (pp. 119-142)

Week 10	Topic: Spine Readings: Structure and Function of the Spine - <i>Samuels</i> Ch. 7/5	Reading: <i>Student Workbook</i> – Ch. 4 Assignment: Worksheets (pp. 84-117) Turn in Assignment: Student Workbook Worksheets #5 (pp. 119, 120, 124, 128, 129, 130, 131, 132, 133, 134, 135)
Week 11	Topic: Thorax Readings: Structure and Ventilation Function of the Thorax - <i>Samuels</i> Ch. 6 EXAM 2	Readings: <i>Trail Guide</i> – Ch. 4, Student Workbook – Ch. 4 Assignment: Student Workbook Worksheets (pp. 84-117) Turn in Assignment: Student Workbook Worksheets #6 (pp. 84, 85, 86, 98, 99, 100, 101, 102, 103, 104, 105)
Week 12	Topic: Shoulder Readings: Structure and Function of the Shoulder Complex - <i>Samuels</i> Ch. 6/8	Reading: Student Workbook – Ch. 2 Assignment: Worksheets (pp. 25-50)
Week 13	Topic: Elbow Readings: Structure and Function of the Elbow Complex - <i>Samuels</i> Ch. 8/9 ASSIGNMENT 4	Reading: <i>Trail Guide</i> – Ch. 3 Assignment: Worksheets (pp. 25-82) Turn in Assignment: Student Workbook Worksheets #7 (pp. 25, 26, 27, 32, 33, 34, 35, 36, 37, 38, 41, 47, 48)
Week 14	Topic: Wrist & Hand Readings: Structure and Function of the Wrist and Hand Complex - <i>Samuels</i> Ch. 9/10	Reading: Forearm and Hand - Student Workbook – Ch. 3 Assignment: Worksheets (pp. 52-82) Turn in Assignment: Student Workbook Worksheets #8 (pp. 52, 53, 56, 57, 58, 62, 63, 64, 65, 66, 67, 68, 69, 70, 75, 76, 79)
Week 15/16	EXAM 3 FINAL PROJECT PRESENTATIONS	Assessment: Practical: UE

Disclaimer: “The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course.”