DEPARTMENT OF KINESIOLOGY AND HEALTH SCIENCES
COURSE OUTLINE – Winter 2024
PE1120 (A3): Introduction to Human Movement – 3 (2-2-0) 60 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR:	Dr. Alexander Villafranca	**PHONE:**	780-539-2971
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OFFICE HOURS:	By appointment		

CALENDAR DESCRIPTION: This course will take a multidisciplinary approach to introduce students to fundamental movement skills and factors that impact human movement.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

Assigned readings: Required readings will be freely available and posted on D2L.

DELIVERY MODE(S): This course will be delivered through a variety of lecture-based strategies including discussions, group work, in-class activities, seminars, and individual student work.

LEARNING OUTCOMES:
Through completion of this course, students will have the opportunity to:

1. Examine human movement through a multi-disciplinary lens that includes the sciences and the humanities.
2. Contrast how experts in the sub-disciplines of human movement differ in their focus of study, knowledge frameworks (epistemology), ways of acquiring new knowledge (methodology), and practical application of knowledge (praxis).

3. Contrast how voluntary movement is experienced and described during activities such as recreation, exercise, sport, and daily living.
4. Recognize and classify a range fundamental movement skills.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page http://www.transferalberta.alberta.ca.

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

EVALUATIONS:

Seminar activities	20%
Class and seminar participation	10%
Test 1	20%
Test 2	20%
Final Exam	30%

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	67-69
A	4.0	85-94		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Lectures

M W 16:00-16:50, J203

Seminars

W 08:00-09:50, J203

The instructor reserves the right to alter the pace, scope, and/or breadth of the topics covered to facilitate student learning and to cohere with the natural flow of class discussions.

Wk	Date	Tentative Schedule
W1	J8	Introduction to the discipline and to fundamental movement skills
W1	J10	Mapping the subdisciplines
W2	J15	Human movement from an anatomical perspective 1: Describing human movement anatomically
W2	J17	Human movement from an anatomical perspective 2: Understanding morphological optimization (A.K.A. Why basketball players are tall, and are getting taller)
W3	J22	Human movement from a biomechanical perspective 1: How biomechanists study and understand human movement
W3	J24	Human movement from a biomechanical perspective 2: Principles of sport biomechanics
W4	J29	Human movement from a physiological perspective 1: How physiologists study and understand human movement
W4	J31	Human movement from a physiological perspective 2: Key physiological concepts (energy systems, principles of training)
W5	F5	Human movement from a neuroscience perspective 1: How neuroscientists study and understand human movement
W5	F7	Human movement from a neuroscience perspective 2: Motor control disorders and neuro-prosthetics
W6	F12	Human movement from a neuroscience perspective 3: Motor control disorders and neuro-prosthetics continued
W6	F14	**Test 1**
W7	F19	**Winter break**
W7	F21	**Winter break**
W8	F26	Human movement from a philosophical perspective 1: An introduction to thought experiments
W8	F28	Human movement from a philosophical perspective 2: Logic 1: Claims and arguments
W9	M4	Human movement from a philosophical perspective 3: Logic 2: Deductive arguments
W9	M6	Human movement from a philosophical perspective 4: Logic 3: Inductive arguments and fallacies
W10	M11	Human movement from an ethical perspective 1: Assessing right and wrong in kinesiology (moral frameworks and moral status)

W10	M13	Human movement from an ethical perspective 2: Assessing right and wrong in kinesiology (continued)
W11	M18	Human movement from a futuristic perspective 1: How futurists study and understand human movement
W11	M20	**Test 2**
W12	M25	Human movement from a motor control perspective 1: How motor control scientists study and understand human movement
W12	M27	Human movement from a sports analytics perspective 1: How sport analysts study and understand human movement
W13	A1	Human movement from a sports analytics perspective 2: How sport analysts study and understand human movement
W13	A3	Human movement from a phenomenological perspective 1: How phenomenologists study and understand human movement
W14	A8	Human movement from a phenomenological perspective 2: How phenomenologists study and understand human movement
W14	A10	Human movement from an epidemiological perspective 1: How epidemiologists study and understand human movement
W15	A15	Wrap-up, review

Week	**Date**	**Seminar**
W1	J10	Seminar 1: Experiencing fundamental movement skills (in the gym)
W2	J17	Seminar 2: Conducting a qualitative anatomical analysis of a human movement
W3	J24	Seminar 3: Conducting a quantitative biomechanical analysis of a human movement (introduction to photogrammetry)
W4	J31	Seminar 4: Evaluating physiological demands and risks during aviation sports
W5	F7	Seminar 5: Mock neurological exam walk-through
W6	F14	**No seminar due to test 1 happening later that day**
W7	F21	**No seminar – Fall Break**
W8	F27	Seminar 6: Conceptual analysis of a philosophical issue related to human movement
W9	M6	Seminar 7: Practicing critical thinking and logic
W10	M13	Seminar 8: Ethics debate
W11	M20	**No seminar due to test 2 happening later that day**
W12	M27	Seminar 9: Evaluating a technology related to human movement

W13	A3	Seminar 10: Phenomenological analyses of different forms of human movement
W14	A11	Seminar 11: Developing a risk profile of a human movement

STUDENT RESPONSIBILITIES:

- Students are required to come to class prepared
- Regular attendance is critical to succeed in this class. Students should contact the instructor in advance if they are unable to attend.
- **Any student who misses 8 or more classes or 3 or more labs without approval will be unable to sit for subsequent assessments.**
- If a student misses tests for medical reasons, a doctor's note must be provided
- Late quizzes or worksheets will be deducted 10% per day submitted past the deadline
- Assignment details will be provided on D2L

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at https://www.nwpolytech.ca/about/administration/policies/index.html.

**Note: all Academic and Administrative policies are available on the same page.

POLICY ON RECORDING TEACHING ACTIVITIES:

Students may not record classroom activities (such as lectures, group activities, group presentations delivered in class, etc.) without the advance written permission of the instructor. This policy is set to protect the privacy and reputation of students, to uphold the copyrights of the instructor and other content creators, and to facilitate free and open discussion of ideas. The classroom is meant to be a psychologically safe environment, where students are free to explore and think through new and controversial ideas without fear of public repercussions. Recording lectures can undermine this goal. If permission to record an activity is granted, the recorded material can only be used for the student's own private use and is not to be posted online or otherwise distributed. In the case of student presentations, the recording student must show proof that the presenting student(s) have agreed to be recorded before the instructor grants permission.

COPYRIGHT NOTIFICATION:

Any course material created by your instructor is his intellectual property and is provided to you based upon your registration for this class. As such, the material is for your private use only. It is not to be distributed, publicly exhibited, or sold without the permission of the instructor. Third party materials (such as assigned readings) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

INSTRUCTOR'S POLICY ON THE USE OF GENERATIVE AI FOR COURSEWORK:

Generative AI is a powerful tool that can help you perform better as a student and kinesiologist. When misused, however, it becomes a crutch that undermines your competence, interferes with your learning, and puts you at a legal and professional risk. This includes the real and immediate risk of accusations of academic misconduct. I want you to use AI responsibly both in this class and in your broader life. For transparency, here are the policies I am setting and enforcing in this course:

- **AI use will not be permitted during closed-book exams.** Consulting AI in this context will be considered equivalent to asking a neighboring student for the answer or copying their work, both of which are academic misconduct.
- **AI should also not be used for reflection activities.** If I am asking you to describe your first-person experience of something, it would be inappropriate for you to ask a friend to describe their experience and then pass it off as your own. It also makes no sense to ask AI to describe a first-person experience, since current AI does not have sentience (meaning it has no first-person experiences). Therefore, anything it tells you in this regard is plausible sounding nonsense.
- **When working on a written project or essay, generative AI can be used for cited idea generation.** That means it can give you ideas, but it is your responsibility to identify the source of the ideas, as well as their veracity, by doing your own independent research and verification. **Without exception, the source of the ideas must be cited in assignments**. Note that some generative AI programs will provide false references when prompted. Not citing references in an academic assignment is a form of plagiarism. Citing incorrect references is sloppy academic work, which reflects badly on you and will undermine your grade. **When AI cannot identify the source of the idea, and your own research process has not revealed a source, minimally you must reference "personal communication" with the specific generative AI model.** However, an assignment with a predominance of this reference will be seen as inadequately researched.
- Uncritically copying and pasting the outputs of AI demonstrates a lack of independent thought and fails to show your mastery of the course content. **I expect you to take any ideas generated by AI and rewrite them in your own words (in addition to citing them).** To ensure that you are not mindlessly pasting the outputs of AI into your assignments, **I will be screening them using GPT zero AI detection software (https://gptzero.me/). If the results show a probability of 50% or greater that AI completely generated the text, I will assume that is indeed the case, and you will be graded accordingly.** It is your responsibility to check your assignments using this tool prior to submitting them.
- AI has real tendency to overedit. **If you want to use AI to edit your wording, you should have the AI model suggest edits and give a rationale for each suggestion, as opposed to letting the**

AI completely rewrite the text for you. This will avoid frustration when trying to ensure that your assignment passes the GPT zero check.