KNES 380: Philosophy of Human Movement (WEB EDITION!)

Course Syllabus; Summer Semester, 2014

Please read to the end of the syllabus. You are responsible for all content included in the syllabus. Not reading it will only hurt your chances of success and may cause you serious pain and anguish later in the course. Those who “skim” or “skip” sections will be sorely disappointed with their choice. You have been warned!

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# Instructor Info

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# Course Info

Description:

Kinesiology is the multi-disciplinary study of human physical activity. In addition to scientific knowledge (e.g. biomechanics, motor control, exercise physiology), we must appreciate that human movement cannot be divorced from its historical, ethical and philosophical foundations. Kines 380 introduces to students the historical development of thought and practice in athletics, sport, kinesiology, play, dance, and other human movement forms from ancient Greeks to the present.

Course Format:

In case you haven’t figured it out yet, this is an online course. Online education is often pointed to as the “new frontier” of higher education. Like Star Trek, web-based classes will “boldly go where no one has gone before.” But in reality, web-based courses are really a trip back in time, away from the student receiving knowledge from the professor model of higher education that developed in the 20th century to a much older style of learning where scholars would read, think, and then communicate by letter. In the age where travel to university was rare, most true learning took place via correspondence. In that sense, our course format is simply going back to how Plato, Aristotle, Newton, and Descartes did it, although they never had the internet.

But even for these giants of learning, we must remember that learning is a challenging and frequently uncomfortable process. All education is fundamentally self-education. In this process teachers serve as facilitators in what is primarily a quest by each individual student to acquire knowledge and insight. As one of America's foremost “liberal arts” educators, Mortimer J. Adler, asserts, “all genuine learning arises from the activity of the learner's own mind. It may be assisted, guided, and stimulated by the activity of teachers. But no activity on the part of teachers can ever be a substitute and become the sole cause of a student's learning.” In the end, learning by reading, reflecting, writing, and discussing is fundamentally an active proposition. The passive sort of consciousness through which one approaches television does not work in this class. In that spirit, this course facilitates opportunities for students to actively engage in learning with the result being that course material becomes internalized and has value beyond the classroom. The course will utilize strategies of web-based learning that link to Bloom’s taxonomy of learning. For each unit, assignments will build from basic understanding and comprehension to higher levels of analysis and synthesis.

The good news: This course has been designed from the ground up to facilitate online learning. It is student-centered, built to fit on your time and ensure you get the most out of this course. The bad news: You have to do the work. There is no sitting in the back of the class with your head down. Student initiative, decision-making, and responsibility will be emphasized throughout the course. A willingness to accept responsibility for your own work is essential for success in the class and will be an element of one’s final grade. Skill and habit development is crucial. Thus, a willingness to undergo training exercises and practice philosophic skills will be essential to success in the class. If you are not ready to take the initiative to learn, this online format is not for you. There is no “sage on the stage” lecturing here; but I will happily be your “guide on the side.” Actually, think of me more like your “Sherpa.” I am here to bring you to the mountain top and will gladly remove any barriers or obstacles to your success. The only catch—I can’t carry you. You have to do the climbing. But trust me, the view from the top is great and what you take away from this course will reflect what you put in.

Course Objectives:

The mission of the Department of Kinesiology is to provide students with a broad understanding of human motor performance and health. This course aims to facilitate student’s ability to understand the socio-cultural, historical and philosophical perspectives of human movement. By the end of the semester students will be able to:

* Understand the philosophical context of human thought towards movement, exercise, play, games, martial arts and dance.
* Describe the nature of philosophy and its relationship to the social and empirical sciences within kinesiology.
* Analyze the strengths and weaknesses of different philosophical models of the human person and discuss their implications for kinesiology.
* Identify differences in various forms of movement—in particular, sport, dance, exercise, games, and play—and describe their contributions to good living.
* Describe the axiological values of human movement both as a means to an end and as an end in itself that includes skilled movement, performance, recreation, and competitive physical activity.
* Identify ethical problems that kinesiologists may face and evaluate the merits of different solutions to them.
* Develop general critical thinking skills and learn to apply them to practical and theoretical problems related to human movement

## Course Content

* Brief historical context of human movement.
* Branches of philosophy and their relationship to social sciences (psychology and sociology) and empirical sciences (including physiology, biomechanics and motor control).
* Introduction to the nature of play (including dance), games, sport and physical recreation.
* Introduction to ethics and ethical principles within philosophy as well as applied ethics for sport and professions within kinesiology.
* Role of movement and meaning and their relationship to living the “good life.”

Change of Syllabus: Changes may be made, as necessary, during the course of the semester. Any changes will be made in writing.

# Text Info

REQUIRED:

Practical Philosophy of Sport and Physical Activity - 2nd Edition by R. Scott Kretchmar ISBN 0736001417

Okay, I know textbooks are ridiculously expensive on top of tuition which keeps going up. But you have to have this text for the course. There is no way to pass this class without it. By the way, you should know that the book was published in 2005 and has been used by tons of students so you can probably find it in good condition used. And yes, you have to have the 2nd edition. You can’t use the 1st edition since Kretchmar updated the 2nd edition so much that your answers to the quizzes will be wrong. Even new, it’s still probably a lot cheaper than all those serious rip-off chemistry and/or personal health textbooks.

## On-Line Articles

To add to the text, I have carefully “curated” a selection of e-articles that I post on Titanium for you to download. The articles may expand as new philosophical material gets published (who knew that philosophy didn’t stop with Plato?) These articles are either links to content or downloads for you to read. They are also required reading to complete the assignments. Here is a list of the articles you will read in the course.

* [Plato, "Allegory of the Cave"](https://moodle-2014-2015.fullerton.edu/pluginfile.php/248324/course/section/37521/Plato%E2%80%99s%20Allegory%20of%20the%20Cave.docx)
* [Thompson, "Logos Protreptikos"](https://moodle-2014-2015.fullerton.edu/pluginfile.php/248324/course/section/37521/Thompson__Logos_Protreptikos.pdf)
* [Kitcher, "The Trouble With Scientism"](http://www.newrepublic.com/article/books-and-arts/magazine/103086/scientism-humanities-knowledge-theory-everything-arts-science)
* [Thomas and Rintalla: Injury as Alienation](https://moodle-2014-2015.fullerton.edu/pluginfile.php/248324/course/section/37527/Thomas%20%20Rintala%20%281989%29.pdf)
* [Verghese: Treat the Patient, Not the CT Scan](http://www.nytimes.com/2011/02/27/opinion/27verghese.html?pagewanted=all&_r=0)
* [Anderson: The Humanity of Movement](https://moodle-2014-2015.fullerton.edu/pluginfile.php/248324/course/section/37530/Anderson%20%282002%29.pdf)
* [Simon: The Mutual Quest for Excellence](https://moodle-2014-2015.fullerton.edu/pluginfile.php/248324/course/section/37530/Simon.pdf)
* [Ivan Waddington: "Medical Ethics in Football"](https://moodle-2014-2015.fullerton.edu/pluginfile.php/248324/course/section/37533/Waddington%2C%20medical%20ethics.pdf)
* [Simon: The Ethics of Drug](https://moodle-2014-2015.fullerton.edu/pluginfile.php/248324/course/section/37533/Simon%2C%20Drugs.pdf)

# Course Outline/ Grading: (aka…How to earn your grade)

This is a radical, experimental course that requires active learning. Rather than memorizing and being tested on what you remember, doing the assignments are part of the learning process. Here, you also learn by doing. Each assignment builds in complexity from most basic quizzes to challenging assignments that ask you to evaluate and analyze multiple concepts. Because doing is part of the learning, you will often have to complete one assignment before you can start the next assignment. Failure to complete an assignment on time can seriously set you back. So pay attention to the course schedule and the course completion guide in TITANium. Here are brief descriptions of the assignments.

The course is divided into levels. There are 5 levels with new material and 1 Championship level where you have to use knowledge from all 5 levels. This makes 6 levels total. Each level will have a learning, understanding, applying, analyzing and an optional “A Assignment” for those who wish to earn an A or A- in the course.

## LEARNING CONCEPT QUIZZES:

Each level will have a basic quiz to ensure you remember key concepts and topics covered in the readings. These quizzes will open as soon as you complete a level and will unlock future assignments. The quizzes are meant to be open note and open book and you can take the quiz as many times as you like. In other words, keep taking the damn thing until you get a 100% on it. Taken together, these quizzes total 15% of your final grade.

Quiz Due Dates: All Quizzes Close at 11:00 PM PST

* Basic Information Quiz: June 4th
* Level 1: June 11th
* Level 2: June 18th
* Level 3: June 25th
* Level 4: July 2nd
* Level 5: July 9th

## UNDERSTANDING ASSIGNMENTS

These assignments will not all be the same, but are aimed to deepen your understanding of the assignments. You will receive a new understanding assignment for every level. The instructions for each assignment will be clearly spelled out for each assignment. These assignments must be completed before the unit closes and will unlock future assignments. Taken together, these assignments will total 25% of your final grade.

Understanding Assignments Due Dates: All Assignments Due at 11:00 PM PST

* Frames Paper: June 13th
* Dualism, Materialism, Holism: June 20th
* Patch Adams Movie Review: June 27th
* True/False Sort: July 3rd (This is a Thursday because of the holiday)
* Ethical Frames: July 11th
* Philosophical Film Review: July 18th

## APPLYING ASSIGNMENTS

These assignments will be group work aimed to help you apply key concepts to real world settings and problems. Each applying assignment will have an individual portion that you will submit and share with your group members. Then you will work with your group members to submit a group portion. Part of learning is learning to work with others and the applying assignments will require you to work with your peers. The scores on the assignments taken together will form your applying grade. If you do not turn in your individual portion, you will not be eligible for the score from your group members work.

Applying Assignment Due Dates

* Level 1 Individual: June 13th
* Level 1 Group: June 16th
* Level 2 Individual: June 20th
* Level 2 Group: June 23rd
* Level 3 Individual: June 27th
* Level 3 Group: June 30th
* Level 4 Individual: July 3rd (This is a Thursday because of the Holiday)
* Level 4 Group: July 7th
* Level 5 Individual July 10th
* Level 5 Group July 13th
* Championship Individual July 20th
* NO CHAMPIONSHIP GROUP Portion

## Analyzing Assignments

Also known as News Curations, these assignments are designed to get you to analyze philosophy in light of the news that unfolds. As the world population grows exponentially, so too does demand for and consumption of resources...even news and information. Even though we live in an era of unprecedented technological innovation, there’s more junk, noise and crap on the internet than ever, and with more people online than ever, the problem gets worse every day. At the same time, we need the ability to think critically and examine the philosophical accuracy of assumptions that guide our course of action. In other words, we need to see how philosophical theory applies in the real world. Over the course of the semester, the Philosophical News Project will attempt make sense of everyday news as it relates to philosophy of movement by creating a collection of news stories, op-eds, editorials, or interviews from around the world that students will vet for philosophical credibility and reliability.

For each level, you must find a story written in the last month that that relates to content or concepts discussed in that level. Here is the key: the article must relate to the level’s concepts and the less it relates to the level, the harder it will be to score points. So you do really have to read and think critically before selecting the article you want to comment on. Writing Commentary

The goal of the Contemporary Issues News Curation is to get you to connect course material and recent events or developments that you find via online news sites, printed news sources, or broadcast media. To receive full credit for the news article, your commentaries must be 300-800 words long, include the date of the news article and a working link to the news source. It should also have:

- A summary of the article

-How/why does this article relate to the level? What concepts did it relate to?

- What philosophical principles are at work? Are their assumed (or unstated) premises guiding the author or the subjects of the article?

It may also be helpful to include a “bad” source-- for example, an author that assumes faulty philosophical premises or advocates an unethical course of action-- to show how philosophy relates to the real world. And please, as this is a college course, do your best to use proper capitalization, punctuation and spelling. Not every comment has to be serious-- you can be funny!—but remember that you are publicly posting and responsible for your comments. Purposefully inflammatory language and profanity will not be tolerated.

News Curation Due Dates:

* Level 1 News Curation: June 17h
* Level 2 News Curation: June 24th
* Level 3 News Curation: July 1st
* Level 4 News Curation: July 8th
* Level 5 News Curation July 15th
* Championship Curation July 22st

## Capstone Assignments

In the “Championship Level,” you will be responsible for synthesizing learning across the 5 levels. The Capstone Essay and the Cumulative Exams will be two assignments to evaluate and asses your learning as well as your rention of material over the semester. The Capstone Essay is for you to reflect on how you are changed by the course's material. Analyze and reflect on what you have learned by creating a 4 page (1000 words) essay which argues for what content in this course you found the most meaningful, useful, or beneficial. In other words, how will you be different having taken this class. The Cumulative Exam is to assess your ability to connect concepts from each level and measure your ability to retain ideas you acquired during the course. The exam will use both multiple choice and essay questions to measure your learning. The Capstone Assignments will count for 10% of your grade.

Capstone Essay July 24th

Capstone Exam: July 25th

## THE “A ASSIGNMENTS”

The “A Assignments” are optional for students who wish to earn an A or an A-. Since an A really means Exceptional mastery of the material, it is required that you go beyond evaluating and analyzing and create philosophy yourself. In order to help you develop some real-world research skills and prepare you for life in the 21st century, the A Assignments ask you to create a blog and complete inquiry-oriented activities where you investigate open-ended questions related to real-world challenges for each level. And rather than writing a research paper using some citation style you will never use after you graduate, you will write out your conclusions on a website using text, pictures, videos, and hyperlinks to help support your point. Best yet, it will be public so everyone can read what you write. This is a great chance to show off to your friends, family and future employers what you bring to the table. More importantly, having a web presence is going to be essential for your professional career (come on…who doesn’t know how to google someone?). If you can curate a good web presence, you can make all those other job applicants look like luddites hanging out on myspace.

A word of warning: This assignment is not for the faint of heart. It requires higher level thinking, not simply summarizing. Synthesizing, analyzing, problem-solving, creativity, judgment, and, most of all, troubleshooting, are major components of this assignment. It also requires individuals to have their act together. But for those who are successful, this assignment is a blast (I’ve even had students keep blogging after their semester is over). It is also one of the best ways to maximize what you take from this class.

A Assignment Due Dates:

* Level 1 A Assignment: June 17h
* Level 2 A Assignment: June 24th
* Level 3 A Assignment: July 1st
* Level 4 A Assignment: July 8th
* Level 5 A Assignment. July 15th
* Championship Curation July 22st

A Assignment Blog Grading Rubric

Each component will receive a score from 0 to 5. There are 6 components and 100 points possible.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 0 |  | 2 |  | 4 |  | 6 |  | 8 |  | 10 |
| Absent from paper |  | Present but unacceptable |  | Present & marginal demonstration of understanding or application |  | Present & average demonstration of understanding or application |  | Present & good demonstration of understanding or application |  | Present & excellent demonstration of understanding or application |
| Component | | | | | | | | | | Score |
| Mechanics: title of blog post, free of typos, polished, appropriate title, links embedded in text, media present and supports blog | | | | | | | | | |  |
| Introduction, statement of research problem: Engaging introduction, topic clearly stated, provides reason why such topic was selected and is relevant | | | | | | | | | |  |
| Structure: logically organized, flows from one idea to next, transitions between ideas, strong paragraph structure, one main idea per paragraph, maintains identifiable commentary throughout | | | | | | | | | |  |
| Incorporation of course reading: blog connects to and is integrated with assigned readings, referenced properly | | | | | | | | | |  |
| Incorporation of web research: blog connects to and is integrated with outside research designed to inform arguments. All statements of facts or analysis is supported with research. | | | | | | | | | |  |
| Incorporation of mixed media: post uses still images, videos, audio or any other mixed media to inform and support arguments delivered with the post. | | | | | | | | | |  |
| Analysis: clearly relates readings to larger argument, synthesizes personal understanding with course content. Shows levels of personal application | | | | | | | | | |  |
| Conclusion: clearly articulated position, conclusion, or statement of findings with webquest. Demonstrates a developed awareness of the issue and brings the reader to their final point. | | | | | | | | | |  |
| Sources: clearly hyperlinked at least three outside sources within the blog and clearly identified course readings used. Sources were accurately used and added substance to the blog. | | | | | | | | | |  |
| Turned in correctly and on time: all blogs should be posted by 11:00pm on the day they are due with a link uploaded to TITANium | | | | | | | | | |  |
| Total | | | | | | | | | |  |

# Class Policies

Though we do not have a standard classroom, all CSUF academic policies remain in effect. Please pay special attention to the following.

## CSUF Policy on Academic Dishonesty:

Academic dishonesty will not be tolerated. The University Catalog and the Class Schedule provide a detailed description of Academic Dishonesty under `University Regulations.’ (Or read this link on CSUF’s policy on [Academic Dishonesty](http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf).)

The following is a short summary of these policies as they affect you.

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one’s own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations in prohibited.

## CSUF Policy on Disabled Students:

The University requires students with disabilities to register within the first week of classes with the Office of Disabled Student Services (DSS), located in UH-101 and at (657) 278 – 3112 in order to receive prescribed accommodations and support services appropriate to their disability. Students requesting accommodations should inform their instructors during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes, tests or examinations.

Click on the links for further information about the services provided by DSS to [students](http://www.fullerton.edu/DSS/handbook/DSSGenInfo.htm) and the obligations of [faculty](http://www.fullerton.edu/DSS/handbook/Gordon_letter.htm) in making accommodations for students registered with the office of DSS.

## Emergency Policies:

All students should be aware of what needs to be done in the case of an emergency, such as an earthquake, a fire, or other disasters, natural or otherwise. Be sure to look at the [CSUF Emergency Preparedness](http://prepare.fullerton.edu/CampusPrep.htm) website for critical information about your safety.

## Late Work

No late work is accepted. Work must be turned in as scheduled.

## Behavior and Decorum.

Any behavior that disrupts the learning process unnecessarily will not be tolerated. Because this section of Kines 380 is structured around small-group work and inter-group dialogue, group members and other classmates need to be treated with all due courtesy. Because it is important in philosophy to think and speak freely, classmate perspectives and opinions should be respected, even if they differ from one’s own positions. Disagreements, debates, and other contentious dialogue will be carried out in a manner that focuses on finding better answers, not making ad hominum attacks.

# Schedule for Course

Please note that these are dates that assignments close. You should plan to complete assignments before they close so you can make sure to have all the time to complete future assignments. Last minute work typically looks last minute and usually receives such grades. In other words: PLAN AHEAD.

## Level 1: Course Introduction

Reading:

The Syllabus (YES, that's right! You must read the syllabus and pass a quiz on it)

Kretchmar, Preface, Chapter 1 and 2

[Plato, "Allegory of the Cave"](https://moodle-2013-2014.fullerton.edu/pluginfile.php/96685/course/section/19563/Plato%E2%80%99s%20Allegory%20of%20the%20Cave.docx)

[Thompson, "Logos Protreptikos"](https://moodle-2013-2014.fullerton.edu/pluginfile.php/96685/course/section/19563/Thompson__Logos_Protreptikos.pdf)

[Kitcher, "The Trouble With Scientism"](http://www.newrepublic.com/article/books-and-arts/magazine/103086/scientism-humanities-knowledge-theory-everything-arts-science)

## Level 2: The Nature of the Human Person

Readings:

Kretchmar Ch 3, 4, and 6 (Skip Ch 5)

## Level 3: The Nature of Health, Wellbeing, and Injury

Readings:

Kretchmar: Ch 7

[Thomas and Rintalla: Injury as Alienation](https://moodle-2013-2014.fullerton.edu/pluginfile.php/96685/course/section/19566/Thomas%20%20Rintala%20%281989%29.pdf)

[Verghese: Treat the Patient, Not the CT Scan](http://www.nytimes.com/2011/02/27/opinion/27verghese.html?pagewanted=all&_r=0)

## Level 4: Play, Games, and Sports (Completion Date: July 29)

Readings:

Kretchmar Ch 8 and 9

[Anderson: The Humanity of Movement](https://moodle-2013-2014.fullerton.edu/pluginfile.php/96685/course/section/19567/Anderson%20%282002%29.pdf)

[Simon: The Mutual Quest for Excellence](https://moodle-2013-2014.fullerton.edu/pluginfile.php/96685/course/section/19567/Simon.pdf)

## Level 5: Ethical Issues in Kinesiology (Completion Date: August 2)

Readings:

Kretchmar Ch 10

[Ivan Waddington: "Medical Ethics in Football"](https://moodle-2013-2014.fullerton.edu/pluginfile.php/96685/course/section/19568/Waddington%2C%20medical%20ethics.pdf)

[Simon: The Ethics of Drug](https://moodle-2013-2014.fullerton.edu/pluginfile.php/96685/course/section/19568/Simon%2C%20Drugs.pdf)

And watch the video Sandel "Justice: The Moral Side of Murder"

## Championship Level

No new readings for this level

# Assessment Plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| KNES 380 (Online) Assessment Plan | | | | | | | |
| Category | Points | % of Grade | Points | Item | Due | Administration tool | Evaluation tool |
| Learning Concept Quizzes | 180 | 15 | 30 | Basic Info | 6/4/2014 | Titanium quizzes | Multiple choice quiz with unlimited attempts. These quizzes must be completed to open later assessment and instructional material on each level. They close before the level closes so take them early, take them often! |
| 30 | Quiz 1 | 6/11/2014 |
| 30 | Quiz 2 | 6/18/2014 |
| 30 | Quiz 3 | 6/25/2014 |
| 30 | Quiz 4 | 7/2/2014 |
| 30 | Quiz 5 | 7/9/2014 |
| Understanding Assignment | 600 | 20 | 100 | Frames Paper | 6/13/2014 | Titanium assignments | See individual rubric attached to each assignment |
| 100 | Dual/Mat/Hol | 6/20/2014 |
| 100 | Patch Adams | 6/27/2014 |
| 100 | True/False Sort | 7/3/2014 |
| 100 | Ethical Frames | 7/11/2014 |
| 100 | Film Review | 7/18/2014 |
| Applying Assignments (Individual) | 700 | 10 | 100 | Methods | 6/13/2014 | Titanium SCORM | Quiz At the End of Each Lecture |
| 100 | Level 2 | 6/20/2014 |
| 100 | Level 3 | 6/27/2014 |
| 100 | Level 4 | 7/3/2014 |
| 100 | Level 5 | 7/10/2014 |
| 200 | Championship | 7/20/2014 | Titanium assignments | Must be turned in as an individual in this level |
| Applying Assignments (Group) | 600 | 20 | 100 | Methods | 6/16/2014 | Titanium assignments | All assignments are turned in as a group. One person from the group must upload the assignment. Everyone who participates in the assignment receives the same score |
| 100 | Level 2 | 6/23/2014 |
| 100 | Level 3 | 6/27/2014 |
| 100 | Level 4 | 7/7/2014 |
| 100 | Level 5 | 7/13/2014 |
| Analyzing Assignments News Curations | 120 | 25 | 20 | News Curation | 6/17/2014 | Titanium News Curation Forum | News Curations are graded using a standard rubric. Please consult the rubric prior to completing the assignment |
| 20 | News Curation | 6/24/2014 |
| 20 | News Curation | 7/1/2014 |
| 20 | News Curation | 7/8/2014 |
| 20 | News Curation | 7/15/2014 |
| 20 | News Curation | 7/22/2014 |
| Capstone | 350 | 10 | 100 | Capstone Essay | 7/24/2014 | Titanium | These are comprehensive requiring synthesis of course learning |
| 250 | Capstone Exam | 7/25/2014 |
| A Assignments | No points awarded to your final grade | Required to earn an A | N/A | Blog Post | 6/17/2014 | Website of your choice | See rubric for scores. Must average 90% on 6 blog posts and pass each blog post with 85% to earn an A. |
| N/A | Blog Post | 6/24/2014 |
| N/A | Blog Post | 7/1/2014 |
| N/A | Blog Post | 7/8/2014 |
| N/A | Blog Post | 7/15/2014 |
| N/A | Blog Post | 7/22/2014 |
| Total | 2550 | 100 |  |  |  |  |  |

# The End of the Syllabus

Congratulations for reading to the end of the syllabus. There is a prize for your efforts. Do NOT DO the first assignment listed in the class. This assignment is titled “Detailed Summary of the Syllabus” is NOT WORTH ANY POINTS. I repeat, DO NOT DO IT. Yes, I am serious! It is a BIG WASTE OF TIME. You can see that it does not appear on your grade book for any points. Those that don’t read the syllabus to the end and just start doing the assignment will waste their time. So again, great job following instructions. You are well on your way to success in online learning.