PHYSIOLOGY OF EXERCISE  
KINE 3311.002 (Spring 2015)  
Department of Health & Kinesiology  
University of Texas at Tyler

Course Syllabus

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CLASS TIME*: Thursdays 12:30 – 1:50 p.m. (*see Course Schedule)  
CLASSROOM: HPC 2255  
INSTRUCTOR: Scott A. Spier, Ph.D.  
Associate Professor  
Department of Health & Kinesiology  
OFFICE: Herrington Patriot Center 2186 (Inside of the Exercise Physiology Lab)  
Phone: (903) 566-7427  
Email: sspier@uttyler.edu  
OFFICE HOURS: Mondays 11 a.m. – noon and Thursdays 11 a.m. – noon and 2 – 3 p.m., or by appointment

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COURSE CATALOG DESCRIPTION
The catalog description for this course is the “study of functional responses to acute and chronic exercise.” This course is designed to examine the physiological adjustments to a single bout of exercise (i.e., the transition from rest to exercise) and the physiological adaptations to repeated exercise (i.e., exercise training). Particular attention will be given to the neuromuscular, metabolic, and cardiorespiratory responses to exercise.

COURSE PREREQUISITE/COREQUISITE
The *requirement* for this class is prior credit in Anatomy and Physiology (BIOL 2301/2101). The *expectation* is that you have completed both Anatomy and Physiology I & II. Very little time will be devoted to reviewing basic physiological principles and, instead, will focus on the physiological responses to exercise. If you did not do well in your anatomy and physiology class(es), I strongly encourage you to review those concepts with which you had trouble.

In addition to the prerequisite, co-enrollment in *KINE 3112 (Exercise Physiology Laboratory)* is required. The lab provides hands-on learning opportunities that reinforce the concepts learned in the lecture. Additionally, the lab provides opportunities to learn basic skills commonly used in the exercise physiology lab. If you are not currently enrolled in the lab, see me as soon as possible.

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GENERAL STUDENT LEARNING OUTCOMES

In general, students who successfully complete this course will be able to:

1. Describe the separate and integrated responses of the neuromuscular, metabolic, cardiovascular, and respiratory systems to acute and chronic exercise.
2. Discuss the effect of exercise intensity and duration on the physiological responses to a single bout of exercise.
3. Explain the mechanisms of physiological adaptations in response to chronic bouts of exercise of various types.
4. Analyze physiological responses to exercise with respect to potential limitations in exercise performance.
5. Understand the significance of physiological adaptations to chronic exercise in terms of health and performance.

Specific learning objectives will be given in each module (on Blackboard). Evidence of achieving these learning outcomes will be demonstrated through quizzes, exams, in-class discussions, and assignments.

COURSE STRUCTURE

This class section will be delivered in a hybrid format. What this means is that approximately half of the class will be delivered online and the other half will be delivered face-to-face. Instead of meeting twice per week, we will only meet once per week. However, you are expected to complete the online lessons prior to each week’s class meeting.

Blackboard: Blackboard will be used to deliver course content for this class. You can access Blackboard through the UT Tyler Logins link at the top of the UT Tyler main website (you will need your ID and password). Important class resources, including the syllabus, course schedule, announcements, and external links, as well as the learning modules, will be accessed here. The START HERE tab in the menu on the left side of the page will explain the different Blackboard functions you will use in this class.

Online Content: The content of this course is organized into 3 general modules (Neuromuscular Exercise Physiology, Exercise Metabolism, Cardiorespiratory Exercise Physiology) and will be accessed in the MODULES tab in Blackboard. Each module will be broken down into 3 - 4 weekly lessons. Within each weekly lesson, you will find learning objectives (Objectives), assigned readings (Read), recorded lectures and/or videos associated with the reading assignments (View), a quiz over the assigned content (Quiz), and an assignment to complete prior to the next class meeting (Complete).

Each lesson must be completed prior to that week’s class meeting. You will have a week to complete each online lesson prior to the next class. For example, for a face-to-face class meeting on Thursday in Week 3, you will have from the end of class on Thursday in Week 2 until midnight of Wednesday in Week 3 to complete the Week 3 lesson.
The lectures are intended to emphasize the concepts that I think are most important, organized in
a sequence that facilitates learning. The textbook readings and the lectures may overlap, but there
is also much information presented in the textbook that I do not present in the lectures, and vice
versa. Therefore, it is important that you read and study the concepts presented both in the online
lectures and in the textbook.

At the end of each module, you will take an exam over the content of that module. Although the
exams mostly focus on the content presented in that particular module, they are cumulative in the
sense that understanding of content presented earlier in the semester is necessary for
comprehending content later in the semester.

In class: Our in-class (face-to-face or F2F) sessions will focus on discussion of the difficult
concepts in the weekly lessons as well as applying those concepts. Additionally, class meetings
may include, but are not limited to, short lectures, discussions, demonstrations, individual and
small group quizzes, and/or individual and small group assignments.

REQUIRED MATERIALS

Textbook: The required textbook for this class is Exercise Physiology: Integrating Theory
and Application by Kraemer, Fleck, and Deschenes (Lippincott Williams & Wilkins, 2011,
ISBN-13: 978-0-781783514). The textbook is available for purchase in either hard copy or e-
book formats, as well as a rental option, from the UT Tyler Bookstore (903-566-7070 or online
at http://uttyler.bncollege.com/) or other websites (e.g., www.amazon.com or www.chegg.com).

Note about the textbook: The textbook will be used to provide students with background
information and a foundation upon which to further our knowledge of exercise physiology.
There are some sections of the textbook that we will not cover in lectures, but are still required
reading, and other sections that we will go deeper into and add information. You are expected to
read the assigned sections prior to viewing the lectures and taking part in discussions in class.

Technical requirements: There are minimum technological requirements that must be met in
order to complete this course. You can access these technological requirements via the link in
the START HERE tab in Blackboard.

EXAMS

There will be two regular exams given during the semester and a final exam given during Finals
Week. Exams will consist of multiple choice, true-false, short answer (one-word or one-sentence
answers), and short essay (narrative) questions, and/or diagrams (drawing and/or labeling). Exams
will cover material from reading assignments, lectures, written assignments, quizzes, and
discussions. The final two-hour exam will be comprehensive and is tentatively scheduled for
Thursday, April 30th. However, this date (and time) could possibly change when the university
releases its official exam schedule later in the semester.
General rules for exams

• Students should arrive to class early on exam days. Exams will start no later than 12:30 p.m. and will end no later than 1:50 p.m. If you arrive after an exam starts, you should take your seat quietly so as to not distract others. If you arrive after the first exam is completed and turned in by another student, you will not be allowed to take the exam.

• You will be allowed to have a couple of pencils and erasers at your seat during exams. All other personal items, including books, notes, laptops, tablets, cell phones (turned off!), hats, earphones, etc., should either not be brought to class, left at the front of the room or zipped up in a backpack and placed out of view.

• Cheating on exams will not be tolerated. Talking to anyone other than the instructor or proctor, using a cell phone (or similar), or having any course-related material out during the exam will be considered cheating and appropriate action will be taken.

• You may ask the instructor for clarification of an exam question.

• Once you start the exam, you cannot leave the classroom until you turn in your exam. If you leave the classroom during the exam for anything other than an emergency, your exam will be collected and graded as is.

• Any study guide given for exams is intended only as a guide to help you study and is not to be viewed as the only source of questions that will be asked on the exam.

• Make-up exams will be given only for university-approved absences (flat tires, vacations, oversleeping, etc. are NOT valid university-approved absences). Since University-approved activities (i.e., athletic events, performances, religious observance, etc) are generally known at the beginning of the semester, it is up to the student to notify the instructor during the first two weeks of class if there is a conflict with any of the scheduled exams and to provide documentation of the event at least two weeks prior to the exam. In such an event, a make-up exam will be given prior to the exam to be missed. No exam will be given after its scheduled date. If the absence is due to a documented illness or emergency, the student should contact the instructor immediately and proper documentation should be presented to the instructor upon their return.

• You may review your exam, up to one week after the exam date, during the instructor’s posted office hours or at another time designated by the instructor. Re-grade requests for exams containing addition/subtraction errors or answer key reading errors (errors by the instructors) will be accepted. All other re-grade requests must be made in essay format (double-spaced, 12-point font) and must address the specific question(s) to be re-graded. In your request, you must cite a published source that supports your answer. If your argument has merit, you will be awarded the appropriate points for that particular question. I reserve the right to re-grade the entire exam, and the grade may be affected positively or negatively.
QUIZZES

**Online quizzes:** Each weekly lesson will contain a short online quiz to assess your understanding of the material. You may use your textbook and reading assignments to complete the quizzes; however, I ask that you take these quizzes by yourself. You may take each quiz as many times as you would like during the time they are available and only your highest score will count. Each weekly quiz will be available for approximately one week (from the end of the previous week’s F2F session until midnight of the night before the next in class session). Do not wait until the last minute to complete these.

**In-class quizzes:** Quizzes will also be given in our class meeting each week. These quizzes are designed to encourage you to not only complete the weekly assignments but to review the material as we progress in the semester and to test your understanding of more difficult concepts. These quizzes will expose you to the types of questions that may be asked of you on the exams. Your 10 highest quiz grades will be counted. There will be no make-ups for these quizzes.

ASSIGNMENTS

Throughout the semester, you will be required to complete additional individual work and/or in-class group work (problem-solving, discussions, etc.). These may include assignments ranging from crossword puzzles to mind maps to short written assignments. Information regarding these assignments can be found in the respective weekly lesson folder to which they are assigned.

**General rules for assignments**

- Unless stated otherwise, any work handed in must be typed in 12-point font with 1” margins all around. Exceptions to the typewritten rule include crosswords, in-class quizzes, mind maps, or in-class assignments.

- All work must be submitted by the stated due date. No late work will be accepted unless prior arrangements have been made with the instructor. There will be ample time to complete assignments and you may turn in your work early.

- All written work, including exams and assignments, must be written legibly or typed according to the assignment instructions.

- All worked turned in will be graded with rigor appropriate for junior-level standing.

- Any assignment that you hand in for a grade is expected to be original and your own work. Any act of cheating or plagiarism will not be tolerated. Ignorance of what constitutes cheating or plagiarism is not a valid defense. If you are not sure what these are, please consult the student handbook or ask the instructor. More about cheating and plagiarism can be found in the Policies section below.

- If you have trouble with writing assignments, please contact the Writing Center on campus at 903-565-5995. They have tutors and other resources available to assist you with your written assignments.
EVALUATION

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<th>Points</th>
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<tr>
<td>Exam 1</td>
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<td>Exam 2</td>
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<tr>
<td>Final Exam (comprehensive)</td>
<td>200</td>
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<tr>
<td>Online quizzes (10 highest @ 5 pts each)</td>
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<tr>
<td>In-class quizzes (10 highest @ 10 pts each)</td>
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<td>Assignments</td>
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Grading will be based on the following modified scale:

- 89.5 – 100% A (excellent)
- 79.5 – 89.49% B (above average)
- 69.5 – 79.49% C (average)
- 59.5 – 69.49% D (below average)
- < 59.5% F (well below average; fail)

*Feedback on exams/assignments:* I am aware of the importance of timely feedback on your work. Due to the number of students in this class and the nature of the assignments, please allow approximately one week for evaluation and feedback on all exams and assignments.

*Extra Credit:* Do not count on extra credit to be given in this class. It is not fair to the class as a whole to presume the instructor will give individuals opportunities to obtain extra credit points. Please do not ask for extra credit opportunities.

*Getting help:* If you find yourself struggling in the class (especially if you fail an exam or any quizzes), you should meet with me as soon as possible so that we can determine what steps you need to take to succeed in the class. I’m available during my office hours or by appointment. I also have an open door policy.

**IMPORTANT DATES**

- January 19: Martin Luther King, Jr. holiday
- January 26: Census Date; Last day to file a Grade Replacement Contract
- February 12: Exam 1
- March 9-13: Spring Break
- March 16: Filing deadline for spring graduation
- March 23: Last day to drop course with “W”
- March 26: Exam 2
- April 27: Study Day
- April 30: Exam 3
HOW KNOWLEDGE AND SKILLS RELATE TO STUDENTS’ FINAL GRADES

The following list describes student knowledge and skills as they relate to final grades in this class:

“A” students know most details and understand all basic physiological processes and their responses to exercise. They have a global understanding of the big picture and can apply what they know to solve problems. They see how the body systems work together during exercise, and they can explain the mechanisms and functional significance of physiological responses to both acute and chronic exercise of various types, intensities, and durations. They search for common themes and mechanisms among systems. They attempt to solve problems in class and ask for assistance or work to figure out those they cannot solve easily. They are willing to take chances and be wrong. They read and reread. They prepare for each class and review material before and after class. They begin studying for exams in the first week and, thus, learn and not just memorize. They can logically express, orally and in writing, physiological processes and defend ideas and concepts.

“B” students know lots of details and most physiological processes and their responses to exercise. They have a good understanding in most areas but often lack practice in problem solving or have gaps in their understanding of processes or their functional significance. They attempt to solve problems in class and try to figure out some (but not all) of the problems they cannot easily solve. They often lack confidence in their problem-solving abilities, and they may be reluctant to be wrong. They complete reading assignments and prepare for most classes. They begin preparing for exams well in advance of the exam date. Although they may do well on objective assessments, they have some difficulty explaining, orally or in writing, physiological processes and responses to exercise or defending ideas and concepts.

“C” students are short on details and misunderstand some physiological processes and their responses to exercise. They usually memorize the material without really understanding it. They lack the ability to create cross-links between related bits of information, and they do not see how information fits into patterns. Consequently, they do not problem solve well. They may be able to name the pieces but not explain how they work. They attempt to solve class problems but give up when they cannot find the answer easily. They may or may not read or prepare for class. Although they may attend class, they may not be actively engaged and seldom ask questions in class. They usually do not make concept maps or learn processes. They seldom review material after class and, instead, wait until a couple of days before the exam to try to memorize the material. They may perform adequately on objective assessments, but have much difficulty explaining, orally or in writing, physiological processes and responses to exercise or defending ideas and concepts.

“D” students have incomplete factual knowledge and misunderstand basic physiological processes. They are also unwilling to admit this and to ask for help. They miss class or come to class without reading material in advance. They generally do not review material after class and, instead, wait until a day or two before the exam to try to memorize the material. They do not attempt to solve problems in class and depend primarily on knowledge they had coming into the course. They do not perform well on either objective or subjective assessments.

TOP 10 TIPS FOR SUCCESS IN THIS CLASS

In order to succeed in this class, you must master the content. You will not be able to do that by only watching the lectures or reading someone else’s notes. You must review and learn the material. I’ve listed a few tips that I think will help you in this regard.

1. Read material and learn definitions before class (Read, reread, then read it again). Use class time to understand complex processes rather than as your first look at the basic facts. Lectures and discussions will be a foreign language if you do not at least review new terms before class.

2. Right down questions about difficult or unclear concepts during your readings and lecture viewings. Ask those questions in class. You are normal if you have some difficulty and chances are others have the very same questions. Be comfortable asking for help.

3. Review material discussed in the online lectures and in class. Make pictures, lists, flow charts, concept (mind) maps…whatever works! The general rule is that you should spend 2 – 3 hours per week per credit hour. Since this class is 3 credit hours, that means 6 – 9 hours per week. This will vary by individual and some students may require more than 9 hours per week.

4. Make connections among material by flipping back and forth between resource materials as you study. Look up material from supplemental sources, especially any information that is background knowledge you need to review. The Internet is becoming powerful and more accurate as a source, but limit yourself to reliable sources (such as textbooks, peer-reviewed journal articles, etc.)

5. Ask yourself the global question of “How does this work?” Try explaining information to a friend. If you can explain processes, you have the facts, vocabulary, concepts, and overall understanding.

6. Use the study guide questions to gauge your understanding.

7. On written assignments and essay questions on exams, err on the side of explaining your answer in too much detail, rather than in not enough detail.

8. Don’t wait until the last minute to complete your work. Get started early on writing assignments and check your progress with me after class or in my office.

9. Be aware of all assignment and test/quiz deadlines.

10. If you find yourself struggling in the class or are still unsure of any concepts, ask me after class, during my office hours, or make an appointment with me to discuss the problem further.
EXPECTATIONS OF STUDENTS

Attendance: Students are expected to attend the in-class meetings. Although attendance is not required, it is important because we will cover some information in class that will not be covered in the textbook or the online lectures. Although you will not directly earn or lose points based on your attendance (excluding dates of quizzes and exams), your success in this class will depend on your attendance and the effort you put forth. Do not expect to do well if you do not attend class regularly.

Missed class: Students who miss class, regardless of reason, are expected to take the initiative to obtain notes from a fellow student who attended that class.

Preparation: Students are expected to prepare for class by completing the weekly lessons online prior to class. Furthermore, students are strongly encouraged to use the online resources that the publisher of the textbook has provided to supplement the text. Although we will not cover everything in the assigned reading in the online lectures or in class, it still should be considered a source for exam questions.

Participation: Students are strongly encouraged to ask, and respond to, questions in class; vigorous interaction in the class makes for much more interesting sessions for both instructor and students.

Professionalism: Students are expected to arrive on time for class. It is expected that students will display a professional attitude at all times, including being attentive during lectures and being respectful to the instructor and fellow classmates.

Lecture notes: Students are expected to take copious notes in both online and in-class lectures and discussions.

Review of material: Students are expected to review material daily from day one. As a general rule, you should spend 2 – 3 hours per week per credit hour outside of class reviewing material. That means 6 – 9 hours per week for this class.

Cell phones: Students are expected to turn cell phones to "OFF" or "SILENT" (not VIBRATE) during class. If you are expecting an emergency call during class, please notify me before class and leave the room to take the call.

Laptops/tablets/iPads: Students who use a laptop or iPad (or equivalent) to take notes during class are expected to sit in the first two rows at the front of the class.

Classroom distractions: Please do not participate in any activity in the classroom that may be a distraction to other students or the instructor. This includes talking to neighbors during lectures or discussions, eating, texting, instant messaging, checking or responding to e-mail, accessing social networking sites or other websites, reading other non-course related material, etc.
**Technical skills:** Students are expected to possess certain technical requirements and skills in order to successfully participate in this course. Please see the Student Resources for Hybrid and Online Courses in the START HERE tab in the course Blackboard page for more information.

**Learning disabilities:** Students with special learning needs are expected to inform me on the first class day so that we can make any necessary arrangements.

**Communication with instructor:** Students are expected to access their Patriots e-mail account frequently. University policy requires instructors to correspond with students through this e-mail address. Therefore, any e-mail message originating from me will be sent to your Patriots account. However, if you send me e-mail from another personal account, I will reply back to that address. You may want to set up your personal e-mail account so that it pushes your Patriots account e-mail to your personal inbox. Most announcements on the class Blackboard page will also be sent to your Patriots e-mail address.

In all e-mail correspondence, please include the course number in the subject line (e.g., "KINE 3311 question" or "KINE 3311 assignment"). E-mails sent with "class question" (or similar) in the subject line will likely be sent back for clarification of which class you are in (I'm teaching many classes this semester and it is time consuming to try to find out which class you are in). Due to teaching and research loads, it may take me a day or two to respond to e-mail; however, I'll make every effort to respond to e-mail on the same day. Please note that e-mails received on the weekends (late Friday through early Monday) will generally be responded to on the following Monday.

In all e-mail correspondence, please use correct grammar and punctuation. If your e-mail address doesn’t contain your name, please sign your e-mail with your name at the end of the correspondence. See [www.emailreplies.com](http://www.emailreplies.com) for common etiquette regarding e-mails.

**ACADEMIC DISHONESTY**

At The University of Texas at Tyler students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that students maintain a high standard of individual honor in scholastic work. Scholastic dishonesty includes but is not limited to cheating, plagiarism, and collusion:

"Cheating" includes:
1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not
authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of, an unadministered examination or work assignment.

"Collusion" includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.

"Plagiarism" includes the unacknowledged incorporation of the work of another person in work that a student offers for credit.

If you have any questions regarding plagiarism, please consult Chapter 8 of the Student Affairs Manual of Policy and Procedures.

This class will be conducted in full compliance with the UT Tyler "no tolerance" policies concerning documented cases of plagiarism and/or academic dishonesty. Any act of cheating or plagiarized work submitted will result in a grade of zero for that assignment and further disciplinary action may be taken. Please make use of the UT Tyler Writing Center if you have concerns about plagiarism.

COPYRIGHT

All handouts used in this course, including those delivered via Blackboard, are copyrighted. The term "handouts" refers to all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, assignment sheets, recorded lectures, outlines, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

UNIVERSITY POLICIES
(From the Handbook of Operating Procedures and the UT Tyler Website)

STUDENT RIGHTS AND RESPONSIBILITIES
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

GRADE REPLACEMENT/FORGIVENESS
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

STATE-MANDATED COURSE DROP POLICY
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

DISABILITY SERVICES
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@ttyler.edu

STUDENT ABSENCE DUE TO RELIGIOUS OBSERVANCE
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

STUDENT ABSENCE FOR UNIVERSITY-SPONSORED EVENTS AND ACTIVITIES
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

SOCIAL SECURITY AND FERPA STATEMENT
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

EMERGENCY EXITS AND EVACUATION
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
KINE 3311  
TENTATIVE COURSE SCHEDULE (SPRING 2015)

Week 1: Introduction to Exercise Physiology

Online: Complete START HERE instructions in Blackboard

Face-to-Face (F2F, 1/15): Course introduction; Exercise physiology concepts

Week 2: Neuromuscular Structure and Function

Online: Complete MODULE 1 online prior to Week 2 F2F session

F2F (Thursday, 1/22): Discussion of skeletal muscle structure and fiber types

Week 3: Skeletal Muscle Force Development

Online: Complete MODULE 2 online prior to Week 3 F2F session

F2F (Thursday, 1/29): Discussion of force development in skeletal muscle

Week 4: Neural control of skeletal muscle

Online: Complete MODULE 3 online prior to Week 4 F2F session

F2F (Thursday, 2/5): Discussion of neural control of skeletal muscle

Week 5: EXAM 1

Online: Review for exam

Thursday, 2/12: EXAM 1 (IN CLASS); see General Rules for Exams in syllabus

Week 6: Bioenergetics and Energy Systems

Online: Complete MODULE 4 online prior to Week 6 F2F session

F2F (Thursday, 2/19): Discussion of energy systems
**Week 7: Anaerobic Metabolism**

**Online:** Complete MODULE 5 online prior to Week 7 F2F session

**F2F (Thursday, 2/26):** Discussion of anaerobic metabolism

**Week 8: Aerobic Metabolism and Substrate Utilization**

**Online:** Complete MODULE 6 online prior to Week 8 F2F session

**F2F (Thursday, 3/5):** Discussion of substrate utilization

**MARCH 9 – 13 SPRING BREAK – NO CLASSES**

**Week 9: Metabolic Response to Exercise**

**Online:** Complete MODULE 7 online prior to Week 9 F2F session

**F2F (Thursday, 3/19):** Discussion of metabolic responses to exercise

**Week 10: EXAM 2**

**Online:** Review for exam

**Thursday, 3/26: EXAM 2 (IN CLASS); see General Rules for Exams in syllabus**

**Week 11: Central Cardiovascular Adjustments to Exercise**

**Online:** Complete MODULE 8 online prior to Week 11 F2F session

**F2F (Thursday, 4/2):** Discussion of central cardiovascular adjustments to exercise

**Week 12: Peripheral Cardiovascular Adjustments to Exercise**

**Online:** Complete MODULE 9 online prior to Week 12 F2F session

**F2F (Thursday, 4/9):** Discussion of peripheral cardiovascular adjustments to exercise
**Week 13: Respiratory Responses to Exercise**

**Online:** Complete MODULE 10 online prior to Week 13 F2F session

**F2F (Thursday, 4/16):** Discussion of respiratory responses to exercise

**Week 14: Special Topic - TBA**

**Online:** Complete MODULE 11 online prior to Week 14 F2F session

**F2F (Thursday, 4/23):** Discussion of special topic

**Week 15 (Finals week): FINAL EXAM**

**Online:** Review for exam

**Thursday, 4/30 (tentatively set): FINAL EXAM (IN CLASS)**