**St. Francis Xavier University: Department of Human Kinetics**

**HKIN 115: Principles of Human Movement**

**Assignments Fall 2016**

**Format and Writing Expectations:**

***Format:***

\* Do NOT use title pages.

\* Your assignments should be typed, pages numbered, and saved as a Word document\*\* with your last name\_first name\_assignment #.

For example (with your name of course ☺):

Kolen\_Angie\_Assignment 1

Kolen\_Angie\_Assignment 2

\*\* If you do not have Word or other compatible software, please submit your

assignments in the body of your email.

\* Use 11 point font (one that is easy to read), 1.5 line spacing (not single, not double) and margins of 2.54 cm.

\* Use Canadian spelling (Tools, Set Language, English [Canadian])

***Writing suggestions:***

\* These are NOT formal papers with introductory paragraphs and conclusions, thesis statements, etc. but rather a Q & A format, so use the questions as a guide for your writing. In fact, you can use the questions as paragraph or section headers.

\* Although spell and grammar check are useful tools, proofread your assignment before submitting. You might even ask someone else to read it.

\* Write clearly and succinctly; tell me directly and fairly quickly what you want to say.

\* Be careful of simply filling space. Do not repeat yourself. Do not include unnecessary or irrelevant material.

\* Be careful of using the thesaurus for bigger words; sometimes the words suggested do not mean the same thing and/or change the meaning of what you are trying to tell me.

\* Write in first person, where appropriate, i.e., when it is your opinion, say “I think…” or when it is the opinion of someone else “Kolen (2016) said …”

\* Be careful of plagiarizing. If you are sharing someone else’s opinion – you MUST give them credit for it – even if you write it differently. Please include your citations/reference using the name of the author(s) and year of publication in the following way:

For the journal article included on the next page: (Gray et al., 2014) – b/c it has more

than 6 authors, you do not list them all – not even the first time.

For the textbook included on the next page: (Donatelle & Kolen-Thompson, 2015), thus when there are two authors, you include both their names each time you cite them.

For the chapter in the book listed on the next page: (Kolen-Thompson, Wadsworth, Wang, van Bommel & Terrio, 2013) the first time, and then (Kolen-Thompson et al., 2013) each time you use it again (in other words when there are 3 to 6 authors, you list them all the first time, then use the first author’s name and ‘et al’ each time after that.

For the website included on the next page: (Canadian Society for Exercise Physiology [CSEP], 2011) and then (CSEP, 2011) each time you use it again.

For the Class notes included on the next page: (Kolen, 2016) the first and each time you

use it.

\* If you use someone else’s EXACT words, use quotation marks and include the page number from where the quote comes from; e.g,. “Write clearly and succinctly; tell me directly and fairly quickly what you want to say.” (Kolen, 2016, p. 1). In other words, you use the citation format as described previously AND include the page number from where the quote comes from

\* For assignment 2, each citation/reference should be included in your reference list – using one of the following formats:

Journal article**:** Gray, C.E., Barnes, J.D., Cowie Bonne, J. Cameron, C., Chaput, J-P., Faulkner, G., Janssen, I., Katzmarzyk, P.T., Kolen, A.M., Manske S.R., Salmon, A., Spence, J.C., Timmons, B.W. & Tremblay, M.S. (2014). Results from Canada’s 2014 Report Card on Physical Activity for Children and Youth. Journal of Physical Activity and Health,11(Supp 1), S26-S32, <http://dx.doi.org/10.1123/jpah.2014-0178>.

Book**:** Donatelle, R.J. & Kolen-Thompson, A.M.(2014). *Health the Basics, Sixth Canadian Edition,* TO: Pearson Education Canada.

Chapter in a book**:** Kolen-Thompson, A.M., Wadsworth, L.A., Wang, X., van Bommel, C.M. & Terrio, C.A. (2013). Measuring physical activity in children and youth: Learning from experience, in P.S. de Brito André & H. Varnum (eds). Accelerometers: Principles, Structure and Applications, Nova Science Publishers. ebook pp 245-269.

Website**:** Canadian Society for Exercise Physiology (2011). Canadian Physical Activity Guidelines for Children 5-11 years, retrieved on Jan 10, 2913 from [www.csep.ca/guidelines](http://www.csep.ca/guidelines).

Class notes: Kolen, A. (2016). HKIN 115 Class notes, Day 1, Sept 6, 2016.

***Other things to note:***

\* Since effective writing skills are a normal expectation of students in University, marks will not be allotted for effective writing. Marks will be deducted for ineffective writing to a maximum of 20%. Spelling mistakes, poor grammar, inappropriate language, etc. count as ineffective writing.

**\*** It is expected that will submit your assignment electronically from your StFX email account no later than the time and date indicated. Email messages have the time delivered clearly labeled; anything after 11:59 p.m. on the due date will be considered late with a 5% penalty for each day late. Assignments can be handed in early.

\* Please submit your best work when you submit your assignments, as there will not be an opportunity to re-do’ assignments, even if submitted early.

\* Keep a copy of your ‘sent’ email as well as my confirmation message indicated that I received your assignment until you receive your graded assignments.

\* I will send you a ‘thank you for your assignment email message’ to indicate that I have received your assignment, usually within 24 hours.

\* Graded assignments will be returned to you via email. I use track changes in Word to provide corrections and/or feedback. If you have any questions about your grade, please make an appointment to see me at your earliest convenience. If you want to meet me about your grade, please be as specific as possible.

\* Keep your graded assignments until you have received your final grade in HKIN 115.

**Assignment 1**: **Engaging in community-based physical activity promotion**

**Value 10%**

Electronic written submissions are **due one week** following your volunteer and/or physical activity experience

Email your assignment – as a Word\* attachment\*\* - from your StFX email account to akolen@stfx.ca

Please ensure the subject line of your email says HKIN 115 Assignment 1

\* If you do not have Word or other compatible software, please submit your assignment in the body of your email.

\*\* Please save your assignment using the following format last name\_first name\_HKIN 115 Assignment 1

For example, Kolen\_Angie\_HKIN 115\_Assignment 1(using your name, of course ☺)

This assignment involves you:

**1. volunteering for at least one hour** with either the Fit 4 Life or the Fit 4 Tots program

OR **participating in a one-hour** Fit 4 Frosh session

AND

**2. completing a written reflection** on your experience (see end of document for

specifics).

**Volunteer or Participatory Options:**

Notify Angie – via email **at least 24 hours** before you intend to volunteer or participate. In this email message, clearly indicate which program you intend to volunteer for and what time you will be there. Earlier notification is appreciated. Prior to your volunteer or participatory experience (usually the evening before), you will receive an email to prepare you for your particular session. Please review this message and any other guiding information PRIOR to your volunteer experience.

You are strongly encouraged to volunteer/participate early in the term.

**Fit 4 Life** is held every Tuesday, Wednesday, and Thursday from 3:00 to 4:30 p.m. beginning October 4 and finishing November 25. Attend from 3:00 – 4:00 p.m., 3:30 – 4:30 p.m. or the entire session (i.e. 3 – 4:30 p.m.). Fit 4 Life is most often held in the AUX gym, though when the weather is good, we ‘play’ outside. Tuesday, October 11 and Thursday, October 13 will include on ice experiences in the Keating Centre on the MAIN ice surface from 3- 4 p.m.

**Fit 4 Tots** - every Friday in the MAIN Gym of the Oland Centre from 11:15 a.m. to 1:45 p.m. beginning September 23 and finishing November 25. Your one hour volunteer service must fall within that time frame. Therefore, volunteering after a 12:15 class is NOT acceptable.

Your role in either the Fit 4 Life or Fit 4 Tots program is to ‘play’ with the participants following the direction of the student-leaders and Angie. Please arrive for this experience wearing comfortable clothing (you may sweat!) and appropriate footwear.

If your schedule does not allow you to volunteer for either Fit 4 Life or Fit 4 Tots, then choose one of the following **Fit 4 Frosh** Sessions:

\* 7 – 8 a.m. Friday, September 23, MAIN gym

\* 7 – 8 a.m. Friday, October 21, MAIN gym

\* 7 – 8 a.m. Friday, November 18, MAIN gym

Again, you are expected to notify Angie 24 hours **BEFORE** you attend this session. Should it be a last minute decision to attend this session, you MUST notify me before 10 p.m.!

For this session, you need to arrive ready to move at 7 a.m. Wear comfortable clothing and sneakers and be prepared to sweat.

**Written Assignment:**

Please refer to the “format expectations” at the front of this document for more specific instructions regarding how to write, format, save, and send this assignment.

Respond to the following in your approximately 300-500-word response:

***What experience did you choose to participate in?***

***What did you learn about physical activity promotion from this experience?***

In your response, you might address the role of the program deliverers as well as that of the participants.

Electronic written submissions are **due one week** following your volunteer and/or physical activity experience

**Assignment 2: Promoting Physical Activity**

**Value: 20%**

Electronic written submission due no later than 11:59 p.m. November 4

Email your assignment – as a Word\* attachment\*\* - from your StFX email account to akolen@stfx.ca

Please ensure the subject line of your email says HKIN 115 Assignment 2

\* If you do not have Word or other compatible software, please submit your assignment in the body of your email.

\*\* Please save your assignment using the following format last name\_first name\_HKIN 115 Assignment 2

For example, Kolen\_Angie\_HKIN 115\_Assignment 2(using your name, of course ☺)

Provide a written response to the following in a long answer format. This is NOT an essay; therefore, do NOT include an introduction, conclusion, or thesis statement.

1. Choose an age group to focus on for this assignment, i.e., toddlers (2-4 yrs), children (5-11 yrs), adolescents (12-17 yrs), young adults (18-25 yrs), adults (26-64 yrs), or older adults (65+ yrs). What are the physical activity recommendations for this population?

2. What is the physical activity level of this population in Canada?

3. How is physical activity promoted to this population? Are these promotional efforts effective?

4. If you worked for Health Canada or some similar governing body, how would you promote physical activity to this population?

Include at least 5 outside sources of information. Each source of information should be cited at least once. Provide a reference list in alphabetical order using the format described previously.

The expected length of this assignment is 3-4 pages (~1500-2000 words); references are not included in page count, and should start on a separate page.

**Grading Scheme**

Questions 1 will be allotted 10 marks. Please clearly identify the Canadian guidelines for physical activity for this population. One source of information is expected for this response.

Questions 2 will be allotted 10 marks. Please use Canadian data to describe the physical activity level of this population. Minimally one source of information is expected for this response.

Question 3 will be allotted 20 marks. It is acceptable to describe physical activity promotion methods from other countries here, though at least one Canadian source of information is expected.

Question 4 will be allotted 20 marks. This response should reflect your understanding of the topic. Further, it allows you to be creative in your suggestions as to what can and should be done to promote physical activity to the particular age group you chose to talk about. Although creativity is encouraged, please be practical and realistic in this response.

Following the prescribed format, including submission details = 5 marks.

Quality and quantity of references + reference list = 10 marks.

Overall, your paper will be graded out of 75.

Please also see “What it takes to get a 90” enclosed in this document.

**What does it take to get a 90?**

Consider the following terminology associated with each grade range below.

**90-100 = exceptional** – a superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter

- an ability to make insightful, critical evaluation of the material given

- an exceptional capacity for original, creative, and/or logical thinking

- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express ideas fluently

**80-89 = excellent** – an excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter

- an ability to make sound critical evaluation of the material given

- a very good capacity for original, creative and/or logical thinking

- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express ideas fluently

**70-79 = good** – a good performance with evidence of:

- a substantial knowledge of the subject matter

- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques

- some capacity for original, creative and/or logical thinking

- a good ability to organize, to analyze, to synthesize, to integrate ideas, and to express ideas fluently

**60-69 = satisfactory** – a general satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material

- a fair understanding of the relevant issues

- a general familiarity with the relevant literature and techniques

- an ability to develop solutions to moderately difficult problems related to the subject material

- a moderate ability to examine material in a critical and analytical manner

**50-59 = minimal pass** – a barely acceptable performance

**< 50 = failure** – an unacceptable performance