

### **Kinesiology Senior Capstone**

Meeting Days:	Monday	Instructor:	Jacob R. Goodin, Ph.D., CSCS
Meeting Times:	5:30-6:20p, 6:30-7:20p	Phone:	(619) 849-2254
Meeting Location(s):	LBRT 201	Email:	<a href="mailto:jgoodin@pointloma.edu">jgoodin@pointloma.edu</a>
Final Exam:	Mon, 12/9 in class	Office Hours:	By appointment

#### PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

#### COURSE DESCRIPTION

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This course is, in many respects, a capstone to your college experience in one of the majors offered by the Kinesiology department. The discussion format that will be used extensively in this course would not work without the background that you have received from the courses within your major, or the maturity of character that you have developed over your college experience. In a typical class session, we will discuss issues related to work and calling, explore topics related to vocation and career goals, or hone interpersonal and networking skills. The quality and direction of our discussion and activities will largely be the responsibility of you, the students. In addition to the oral discussions, written reflections, and vocation-related assignments, you will write a critical appraisal related to a topical area of interest in kinesiology.

Prerequisites: Senior standing as a Kinesiology major.

#### COURSE LEARNING OUTCOMES

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- 1. Students will analyze, critically evaluate, and discuss ideas, arguments, and differing points of view on various topics that affect kinesiology, faith, and morality.**

We will be reading and discussing ideas from a variety of perspectives. In doing so, we want to be hospitable to the ideas of others recognizing that through discourse we can learn from and better understand each other as we respectfully challenge ideas and allow our thinking to be challenged.

- 2. Students will construct a defensible position on particular issues of kinesiology, faith, and morality in both written and oral formats.**

As part of your training here at PLNU, you have been exposed to various topics that integrate faith, knowledge, and vocation. Hopefully, through personal reflection, you have arrived at your own definition of 'truth' with regards to some of these issues

(although this definition of ‘truth’ will continue to evolve throughout your life). It is important that you are able to articulate this view in such a way that you can explain and defend your position. This includes fully summarizing your own thoughts, addressing alternative views, and then being able to explain/defend your thoughts to others in a clear and organized manner. This will allow you to hold strong to your values while demonstrating grace and respect towards other’s differing viewpoints.

**3. Students will prepare for their future vocation by practicing professional interpersonal and oral communication skills and creating job application documents.**

You have been well-trained within your discipline, but landing a job that could launch a career is about both who you know *and* how well you demonstrate your strengths and skillset. In this class we will explore both sides of the coin through a variety of professional development assignments.

**4. Students will refine their concepts of vocation, calling, and the sacredness of work by reflecting on course material and dialoguing with peers.**

This course is designed as the last touchpoint before launching you into a lifelong career that will be sustained not by determination, grit, or good fortune. Rather, it is through a deep sense of meaning derived from service to others and working under God’s calling on your life.

**5. Students will assimilate, evaluate, analyze, and summarize research within a topic in kinesiology relevant to their intended career and tie it to their understanding of calling and vocation.**

Your undergraduate degree is the launching point to a life of learning, and this course will seek to guide you into identifying and assessing evidence-based practices to hone your craft and establish expertise.

## COURSE GRADING AND ASSIGNMENTS

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The final grade percentage will be rounded to the nearest percent with grades being recorded as follows:

Grade	Percent	Grade	Percent	Grade	Percent
A	93 - 100	B-	80 - 82.9	D+	67 - 69.9
A-	90 - 92.9	C+	77 - 79.9	D	63 - 66.9
B+	87 - 89.9	C	73 - 76.9	D-	60 - 62.9
B	83 - 86.9	C-	70 - 72.9	F	0 - 59.9

**1) Attendance and Participation (200 pts):**

- a) Your attendance at each class period is expected as this is primarily a participation class. We will use the Acadly app to track attendance and class participation. I will keep attendance records and enforce the school’s policies as outlined in the academic handbook if I sense they are being abused. You can see that attendance, participation, and attitude during these discussions are a major portion of your total grade (20%). There will generally be no makeup opportunities for discussion or participation points. All missed assignments and classes will result in a zero grade.

- 2) **Debated Topics Reading Quizzes** (4x5 pts):
  - a) You will be assigned and quizzed on pre-class reading material in order to arrive prepared for a robust discussion. When assigned, these short reading quizzes will be due in Canvas by 12:00pm on Saturday.
- 3) **Debated Topics Discussions** (4x20 pts):
  - a) These discussions will be led by you (the students), with me chiming in now and then to provide clarity or play devil's advocate. Points will be awarded for active participation, clarity of thought, and consideration of others' voices and views. This is all during class time, so all you have to do is show up prepared and having done the reading.
- 4) **Vocation Reflections** (4x25 pts):
  - a) Our text for this course *Every Good Endeavor* will be used as a launching point for your own reflections on your calling and vocation. As we journey through the semester together I will ask you to reflect deeply on specific aspects of your own sense of calling in relation to the book, your faith, and your unique passions within and outside of the field of kinesiology. Each formative reflection piece will contribute to a summative reflection paper.
- 5) **Elevator Speech** (100 pts):
  - a) Each student will develop several key points that can be crafted into a versatile elevator speech and will practice this speech with 1 unsuspecting PLNU faculty or staff members after rehearsing it with their peers in class. Your submission will be a selfie after you successfully have a career-focused conversation with this faculty member.
- 6) **Passionate Speech** (100 pts):
  - a) Each student will choose a topic they are passionate about within kinesiology and deliver a 5-minute, impassioned appeal to the class with the aim to convince us to join your cause or agree with your viewpoint through appeals to ethos, pathos, and/or logos.
- 7) **Professional Development Assignments** (4x50):
  - a) Students will create a robust Link'd-In profile to which you can upload your critical appraisal topic as well as "link" with the rest of your graduating class.
  - b) Students will write a mock cover letter and resume applying for their dream job. These documents can serve as a template for future job opportunities.
  - c) Each student will be required to hold a face-to-face informational interview with one kinesiology professionals who they hope to emulate in some way, shape, or form. Each interviewee should have experience in your field of interest or a closely-related field, and *must be outside of PLNU faculty and staff* (unless you hope to become a university professor). You will research your interviewee and develop a list of questions prior to the interview. You will submit a selfie with the interviewee and a rough transcript of the interviewee's responses to each of your questions.
  - d) A series of self-assessment tools and tests (credit for participation)
- 8) **Vocational Expertise Paper** (200 pts):
  - i) Students' reflections on vocation and calling (an earlier assignment) will be synthesized into a 3-part essay that:
    - (1) Refines their concepts of vocation, calling, and the sacredness of work
    - (2) Delves into a critical analysis on a special topic of choice related to the student's calling

- (3) And concludes with a short reflection on how their distinctive PLNU Christian liberal arts undergraduate experience is launching them into their next steps.

Total: 1000

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#### REQUIRED TEXTS AND RECOMMENDED RESOURCES

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Required:

Keller, T. (2012) *Every Good Endeavor*. New York, New York: Penguin Books

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#### LATE AND INCOMPLETE ASSIGNMENTS

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All assignments are to be submitted/turned in according to the specified time in Canvas. Late assignments/quizzes will be docked 20% per day, with assignments/quizzes submitted over 5 days late receiving a 0. Completes will only be assigned in extremely unusual circumstances.

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#### FINAL EXAMINATION POLICY

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This class will not meet in-person for a final exam. Instead, your critical appraisal topic will be due. Our last class session will be Monday, 12/9.

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#### PLNU COPYRIGHT POLICY

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

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#### PLNU ACADEMIC HONESTY POLICY

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

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#### PLNU ACADEMIC ACCOMMODATIONS POLICY

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If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [drc@pointloma.edu](mailto:drc@pointloma.edu). See [Disability Resource Center](#) for additional information.

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#### PLNU ATTENDANCE AND PARTICIPATION POLICY

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Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty

member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

#### TUTORING

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The PLNU Tutorial Center is available free of charge for all current, undergraduate PLNU students. It offers tutoring for most subjects, as well as for general help with paper editing, study skills, etc. The Tutorial Center is located on the south end of Bond Academic Center, next to the Study Abroad offices. Tutoring is available by appointment only, may be arranged in person at the Tutorial Center, over the phone at (619) 849 2593, or via email at [TutorialServices@pointloma.edu](mailto:TutorialServices@pointloma.edu).

#### OFFICE HOURS

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It is important to me that I get to know each of you on an individual level, so stop by and say hi! My office is #6 in the main Kinesiology offices. Schedule 24 hours in advance if you have pressing issues, but feel freedom to stop by whenever you'd like. I have an open door for questions, nerdy training theory discussions, or if you just need someone to listen and pray for you. I often won't have all the answers, but I'm positive we can figure it out together!

## Tentative Course Schedule

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Module	Weeks	Life of Learning	Self-Assessment	Vocation & Calling	Professional Development
<u>Module 1</u>  Learning	Weeks 2 - 5	<u>Monday, 9/9</u> Intro to KIN 4095 <b>Reading:</b> <b>Activities:</b> lecture, discussion, activity	<u>Monday, 9/16</u> Intro to Self-Assessment; Big Five <b>Reading:</b> <b>Activities:</b> Lecture, Discussion Due: Big Five Assessment	<u>Monday, 9/23</u> Intro to Vocation, Calling, & Career; God's Plan for Work <b>Reading:</b> Keller Part I (ch. 1-4) <b>Activities:</b> Discussion Groups Due: Keller Reflection 1	<u>Monday, 9/30</u> Intro to Professional Development, Link'd-In & Digital Networking <b>Reading:</b> <b>Activities:</b> Lecture, Mock Meet & Greet
<u>Module 2</u>  Living	Weeks 6 - 9	<u>Monday, 10/7</u> Debated Topic Discussion 1 <b>Reading:</b> Posted on Canvas <b>Activities:</b> Discussion/Debate Due: Debated Topic 1 Quiz, Link'd-In	<u>Monday, 10/14</u> StrengthsFinder <b>Reading:</b> <b>Activities:</b> Lecture, Discussion Due: StrengthsFinder Assessment	<u>Monday, 10/21</u> Our Problems with Work <b>Reading:</b> Keller Part II (ch. 5-8) <b>Activities:</b> Discussion Groups Due: Keller Reflection 2	<u>Monday, 10/28</u> Interviews, Bodylanguage, and People Skills <b>Reading:</b> <b>Activities:</b> Lecture, Interview Practice Due: Elevator Speech
<u>Module 3</u>  Loving	Weeks 10-13	<u>Monday, 11/4</u> Debated Topic Discussion 2 <b>Reading:</b> Posted on Canvas <b>Activities:</b> Discussion/Debate Due: Debated Topic 2 Quiz	<u>Monday, 11/11</u> Enneagram <b>Reading:</b> <b>Activities:</b> Lecture, Discussion Due: Enneagram Assessment	<u>Monday, 11/18</u> The Gospel and Work <b>Reading:</b> Keller Part III (ch. 9-12) <b>Activities:</b> Discussion Groups Due: Keller Reflection 3	<u>Monday, 11/25</u> Cover Letters & Resumes <b>Reading:</b> <b>Activities:</b> Lecture, Resume-tweaking Due: bring draft of resume to class
<u>Module 4</u>  Launching	Weeks 14 - 16	<u>Monday, 12/2</u> Debated Topic Discussion 3 <b>Reading:</b> Posted on Canvas <b>Activities:</b> Discussion/Debate Due: Debated Topic 3 Quiz; Keller Reflection 4	<u>Monday, 12/9</u> Meyers-Briggs <b>Reading:</b> <b>Activities:</b> Lecture, Discussion Due: Mock Cover Letter & Resume; Enneagram Assessment	<u>Monday, 12/16</u> Vocational Expertise Papers Due  No Class  Due: Vocational Expertise Papers; Informational Interviews	