



**Department of Kinesiology, MS-KIN**  
**KIN6060: Directed Readings**  
**1 Unit**

**Spring 2024: January 8 to March 3**

<b>Meeting days:</b> Mondays	<b>Instructor:</b> Brent A. Alvar, Ph.D.
<b>Meeting times:</b> 4:30 -5:20 pm	<b>Phone:</b> 619-849-7961
<b>Meeting location:</b> Balboa 150AB	<b>E-mail:</b> balvar@pointloma.edu
<b>Final Exam:</b> N/A	<b>Office location and hours:</b> Balboa T & R; 11:00am – 1:00pm or 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**

This course provides advanced study in the essential research of a specific discipline in Kinesiology. Fundamental skills in reading and evaluating research will be acquired, including examining research paradigms, critically appraising study design and findings, and determining the practical relevance of the results. Students will submit a final review of literature for a research project. *Prerequisite: KIN 605, KIN 610 or equivalent.*

**Course Aim and Introduction:**

A directed reading is a course designed for students writing and developing their research project (i.e. thesis, capstone or pilot study) who wish to

complete a review of literature and begin collecting data. Typically, students attending this seminar will be entering their 2nd or 3rd term in the MS-KIN, and will have decided on a project topic and a project Advisor to work with before enrolling for this course. Your chosen Advisor should have approved working with you and your topic. Students interested in this seminar should be well on their way to finishing up a proposal which the Professor and/or Advisor will approve by the end of the directed reading seminar. Students are expected to have done a good deal of background reading to prepare them for this course. While your Professor/Advisor has expertise in your chosen field of study, remember, it is your project and your Advisor will serve only as a guide in your research process.

This is a graduate level seminar that will equip you with the tools to bring your project to a successful conclusion. During the course sequence of KIN 650 and 660, a student is expected to complete a proposal that is advanced enough to be defended. Your success or failure in this process will depend on the diligence and time you are prepared to invest towards the completion of your project.

Attendance at each session is mandatory and the student is expected to have completed any work allocated by the Professor. Your professor will also require you to identify and raise specific issues of interest and usefulness to you, i.e. which topics for which you need additional readings.

## **REQUIRED TEXTS AND RECOMMENDED RESOURCES**

- [Publication Manual of the American Psychological Association, 6th ed.](#)

## **STUDENT LEARNING OUTCOMES:**

After completing this course, you should be able to:

1. Evaluate research in a specific discipline in Kinesiology that represents your area of research interest.
2. Critically appraise various research paradigms and study designs and findings to determine the validity of the methodology and the practical relevance of the results.

3. Produce a well-developed project proposal with a thesis statement, central argument or/ & hypothesis and be able to answer the following questions, in written and oral form:

- What is your thesis question?
- Rationale for why this is an important question to address?
- What evidence exists on this question? What are the holes in the literature that need addressing?
- How will your research contribute to the existing literature in the field?

4. Produce a well-developed Literature Review on your topic of interest.

### **COURSE REQUIREMENTS:**

#### **1. *Discussion Board:***

Students will participate in several Discussion Boards on Canvas. This will be an opportunity for students to revisit their draft capstone/thesis topics as well as work with their peers on feedback and revisions.

#### **2. *Oral Presentation and Summaries of Research Article:***

For the face-to-face meeting, you will be expected to find, read and summarize research articles relevant to your area of research each week prior to class and be ready to discuss the articles in depth through a Journal Club process. Each student will be expected to lead the discussion for 1-2 articles by presenting the salient aspects of the article to your peers for discussion during LSCC meeting times. Students will also summarize these articles and submit them via Assignments.

#### **3. *Participation:***

There is an expectation that students come prepared and participate fully in classroom discussion and meetings.

#### **4. *Literature Review:***

The final assignment for this class will be a Literature Review. This Literature Review can be used for your Capstone or Thesis. Reading assignments will be used for this purpose.

## ASSESSMENT AND GRADING

Class and Meeting Participation ( 5 at 10 points each)	50
Discussion Boards (4 at 10 points each; 1 at 20)	60
Article Summaries (4 at 10 points each)	40
Presentation	50
Literature Review	100
<b>TOTAL</b>	<b>300</b>

*NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), you have the responsibility to first contact the professors. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the university).*

## LATE ASSIGNMENTS

Late assignments will be subject to a deduction of 10% per day. Even if deadline is missed, all assignments are expected to be submitted.

## COURSE SCHEDULE AND ASSIGNMENTS

Date	Topic	Meeting	Assignment Due / In-Class Activity
January 8	Introduction	Face to Face: Balboa	Forum #1 Article Summary #1
January 15	Individual Meetings - Background	Dr. Alvar's Office Canvas	Forum #2 Article Summary #2
January 22	Methodology	Face to Face: Balboa	Forum #3 Article Summary #3

<b>January 29</b>	Statistical Analysis	No Class - Canvas	Forum #4 Article Summary #4
<b>February 5</b>	Individual Meetings Writing	Dr. Alvar's Office	No Assignment this week
<b>February 12</b>	Peer Review	Face to Face: Balboa	Forum #5 Draft of Literature Review
<b>February 19</b>	Lit Summary	Dr. Alvar's Office if necessary	Writing assignment
<b>February 26</b>	Presentations	Face to Face: Balboa	Oral Presentation of Lit Review

## Timeline

---

### **Week 1: Jan. 8-14. Current Status**

**Objective:** The purpose of this unit is to introduce student's current thesis/capstone status to faculty and peers.

January 8 Class participation 10 points

### **Assignments:**

Students are to participate in course orientation at Liberty Station on January 13.

### **Discussions #1: *Current Status Report.***

- Students are to submit a brief report (250 word limit) describing their current progress/concerns on their Thesis/Capstone via **Discussions #1.**  
**Due Wednesday**
- Students are to read each peers post and provide constructive criticism and support on two of their peers current status reports.  
**Due Sunday**

**Assignment #1:** Find, review and summarize two additional articles related to your Capstone/Thesis topic. Submit via Assignments. Formatting can be of your choice. Include an APA reference for each article.

**Due Sunday**

---

**Week 2: January 15 - 21. Develop an Individual Dissertation Proposal Background and Hypothesis.**

**Task 1: Set ups a meeting with Dr. Alvar during this week**

Meeting with Dr. Alvar 10 points

**Task 2:** Students will develop/revise a document (minimum 1-2 page narrative document) explaining the background information and purpose of the dissertation research. The paper is meant to give the reader a clear and concise understanding of the research project. Pay close attention to ability to convey the necessity of the research as well as the purported impact it theoretically may have on the field. Include references

**Discussions #2:**

- **Part 1** (5 pts): Upload a Google Doc link into the Discussion Board titled as name and Discussion Board (such as Alvar Discussion Board #2) on Discussions #2. **Due Wednesday.**
- **Part 2** (5 pts): Students will read one peers' papers and provide feedback via track changes on word or Google Doc. Once the file is downloaded – immediately reply to the original post stating such. This will let the class know that this paper has been selected and will help to reduce redundancy. Then reply to the post with the edited file. **Due Sunday.**

Feedback should be *scholarly* and give guidance on how the document could be improved (grammar, format, clarity, depth etc.). Be very specific. Examples or suggestions are suggested and/or expected.

**Assignment #2:** Find, review and summarize two additional articles related to your Capstone/Thesis topic. Include a brief discussion of how the articles add to your topical area. Submit via Assignments. Formatting can be of your choice. Include an APA reference for each article. **Due Sunday**

---

### **Week 3: January 22 – 28. Proposal Methodology**

January 26<sup>th</sup> Class participation 10 points

**Task 1:** Students will develop/revise a document (1-2 pages) explaining the methodology proposed for the dissertation research. This should be a step by step explanation of how the project will be carried out. Details should emphasize the ability to replicate the study by outside researchers. Include references

#### **Discussions #3:**

- **Part 1** (5 pts): Upload a Google Doc link into the Discussion Board titled as name and Discussion Board number (such as Alvar Discussions #3) **Due Wednesday**
- **Part 2** (5 pts): Students will read one peers' papers and provide feedback via track changes on word or Google Doc. Once the file is downloaded – immediately reply to the original post stating such. This will let the class know that this paper has been selected and will help to reduce redundancy. Then reply to the post with the edited file. **Due Sunday.**

Feedback should be *scholarly* and give guidance on how the document could be improved (grammar, format, clarity, depth etc.). Be very specific. Examples or suggestions are suggested and/or expected.

**Assignment #3:** Find, review and summarize two additional articles related to your Capstone/Thesis topic. Submit via Assignments. Formatting can be of your choice. Include an APA reference for each article. **Due Sunday**

---

### **Week 4: January 29 – February 4. Statistical Analysis**

**Task 1:** Students will develop a document (1-2 pages) explaining the data analysis procedures proposed for the dissertation research. This should include very specific study variable descriptions, how data will be summarized and/or aggregated and specific details of advanced data analysis (e.g. correlations, group comparisons, etc). Detail should emphasize the ability to determine relevance and appropriateness of the analysis procedures.

#### **Discussions #4:**

- **Part 1** (5 pts): Upload link to a Google Doc into the Discussions #4 as name and Discussion Board number (such as Alvar Discussions #4) **Due Wednesday**

- **Part 2** (5 pts): Students will read one peers' document and provide feedback via track changes and post it back on the Forum. Once the document is downloaded – immediately reply to the original post stating such. This will let the class know that this document is selected and will hope to reduce redundancy. Then reply to the post with the edited file. **Due Sunday**

Feedback should be *scholarly* and give guidance on how the document could be improved (grammar, format, clarity, depth etc.). Be very specific. Examples or suggestions are suggested and/or expected.

**Assignment #4:** Find, review and summarize two additional articles related to your Capstone/Thesis topic. Submit via Assignments. Formatting can be of your choice. Include an APA reference for each article. **Due Sunday**

---

## **Week 5: February 5 - 11. Writing of the Literature Review**

### **Task 1: Set ups a meeting with Dr. Alvar during this week**

Meeting with Dr. Alvar 10 points

**Task 2: Writing of Literature Review.** This is a free week for students to complete their writing. Nothing is due this week.

---

## **Week 6: February 12 – 18. Peer Review**

February 12 Class participation 10 points

The purpose of this week is provide peer review of your classmates papers.

**Discussions 5:** "Start a new thread" with your name (Brent Alvar Discussions #5) and post the link go the Google Doc draft of your literature review paper.

**Provide Peer Review (via Forum):** We learn by critiquing others work. Effective researchers need to be able to critically analyze the work of themselves and others. Science is founded on the concept of peer review. This is not a punitive process, rather it is a process designed to improve the final product by insure that threats to validity are accounted for.

Provide substantive feedback to the assigned 2 colleagues related to decisions the depth and breadth of their paper and the logic of the program. ) 10 points each

### **Initial post Due Wednesday and Feedback Sunday**

Feel free to post commentary on other student's forums. All feedback is welcome!!



---

## **Week 7: February 19 – 25. Final Literature Review Document**

The purpose of this week is to complete the final document for your literature review. This should be an expansion of the work that you have done previously in the research methods course.

Paper should be submitted via canvas no later than midnight Sunday

### **Final Paper is due Sunday**

---

## **Week 8: February 26 - March 3. In-Class Presentations of Literature Review**

February 27 - Class participation 10 points

**Presentation of Literature Review:** Each student will have 5 minutes to present an updated literature review. Students will be evaluated based upon the following:

- presentation organization
- communication and professional presentation skills
- use of presentation time limit
- ability to address questions during Q/A session

## **INCOMPLETES AND LATE ASSIGNMENTS**

---

All assignments are to be submitted/turned in by their assigned dates (midnight). Incompletes will only be assigned under extremely unusual circumstances.

A 20% reduction in grade will be assessed for all late assignments.

## **SPIRITUAL CARE**

---

PLNU Balboa Campus: PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus, we have an onsite chaplain, Rev. Kevin Portillo who is available during class break times across the week. If you have questions, desire to meet with Rev. Portillo or prayer requests you can contact him directly at [KevinPortillo@pointloma.edu](mailto:KevinPortillo@pointloma.edu).

## **PLNU COPYRIGHT POLICY**

---

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.

### **PLNU ACADEMIC HONESTY POLICY**

---

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 in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

---

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that course and/or if they do not wish to utilize some or all the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

---

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the

student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

### **Synchronous Attendance/Participation Definition**

For synchronous courses which have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

### **Online Asynchronous Attendance/Participation Definition**

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

### **ACADEMIC STANDING**

---

Graduate students at Point Loma must obtain a 3.0 GPA to remain in good standing in the MS Kinesiology program:

[http://catalog.pointloma.edu/content.php?catoid=20&navoid=1403#Academic\\_Standin  
g.](http://catalog.pointloma.edu/content.php?catoid=20&navoid=1403#Academic_Standin_g)

Additionally, all graduate students need to earn a C or higher in all graduate courses according to the catalog grading policy:

### **Grading System**

Traditional letter grades (A, B, C, D, F) including plus and minus grades are used to indicate the level of scholarship earned for each course. Except for the correction of an error, all traditional letter grades are final at the conclusion of the academic term. Once the degree has been posted on the student's official transcript, no change of grade action is allowed for courses leading to the degree. The grade of C is the lowest grade acceptable for graduate credit.

---

### **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the Bias Incident Reporting [Form](#).

### **SEXUAL MISCONDUCT AND DISCRIMINATION**

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at the [Title IX Office | Get Help Now](#)

---

## **USE OF TECHNOLOGY**

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

*Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.*

## **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

---

---