

Western University  
Faculty of Health Sciences  
School of Kinesiology

**KIN 3335 – Leadership in Physical Activity  
Fall 2021/Winter 2022**

<p><b>Instructor:</b> Dr. Cassie Ellis  <b>Office:</b> Appointments available upon request  <b>Email:</b> <a href="mailto:cellis42@uwo.ca">cellis42@uwo.ca</a>  <b>TAs:</b> TBD  Corey Crossan – <a href="mailto:ccrossan@uwo.ca">ccrossan@uwo.ca</a></p>	<p><b>Lectures:</b> Wed 4:30PM – 6:30PM  <b>Room:</b> HSB 240  <b>Fall 2021 Instruction Mode:</b> in-class</p>
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**NOTE:** All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

**Calendar Course Description (including prerequisites/anti-requisites):**

This course will explore the theory and practice of leadership training in how physical activity affects resilience towards stress. Focused on a Mentor-Protégé model, students will be partnered with first-year students to provide guidance in physical activity.

Course topics include leadership training, reflective practice, relationship management, and conflict management.

**Antirequisite(s):** The former Kinesiology 3333Y.

**Prerequisite(s):** Registration in the School of Kinesiology; successful completion of Kinesiology 1070A/B and Kinesiology 1080A/B.

**Extra Information:** 3 lecture hours.

*You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.*

**NOTE:** If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

## **Course Description:**

A course that examines the historical and contemporary approaches to leadership and provides students with the opportunities to apply the concepts in their personal and professional lives. Several leadership theories and applications will be reviewed and analyzed. Reflection activities and assignments will be integrated into the course to ensure deep learning and application.

Using the knowledge and skills gained in first and second year, upper year Kinesiology students will be mentors for students in first year (called “protégés” or “mentees”). The primary focus of the mentor experience is to act as guides to direct protégé participation in regular leadership and physical activities throughout the school year. In addition, there will be significant opportunity to mentor protégés in many areas germane to their first-year experience. A successful mentor/protégé relationship is reciprocal in nature, and thus regular check-ins will be held in-class to discuss your experience as a mentor amongst your classmates. Mentors are also expected to spend out- of-class time with their protégés.

## **Learning Outcomes/Schedule:**

Kin 3335 is an experiential learning course, much like the hands-on experiences of students who are athletic trainers for varsity teams. Leadership experiences such as mentoring, leading discussions, making presentations, honing listening skills, and acting as a physical activity role model will be major learning opportunities in the course. Many of previous years’ mentors suggested that this course/experience was the most beneficial and meaningful experience they had had during their entire Kinesiology program. They also appreciated that the mentoring experience and leadership skills gained added significantly to their resumé.

Upon completion of this course, students will be able to:

- Appreciate what it means to make physical activity a consistent part of a healthy lifestyle.
- Understand the connection between physical activity and a healthy lifestyle, including mental health.
- Improve communication skills.
- Appreciate the challenges of building a mentor/protégé relationship and obtain the skills required to build a successful relationship.
- Appreciate the value of reflective thinking and be better at using this tool to promote personal growth.
- Obtain important stress management, time management, and conflict management skills.
- Understand concepts of leadership and its theoretical development.
- Apply the concept of leadership (personal and professional) to a wide range of areas.
- Exposure to leaders in the industry and reflect on their leadership practices.
- Most of all, get excited for the lifelong study and practice of leadership!

### Tentative Class Schedule – Content & Topics

The exact order and nature of topics is, by necessity, somewhat flexible and subject to change.

<b>Date</b>	<b>Description</b>
Sept 8	Introduction – establish the content, expectations, delivery, and evaluation
Sept 15	What is Leadership? An introduction to the concepts and theories of leadership
Sept 22	Contemporary thinking in leadership Coaching & Mentoring The importance of physical activity to mental and physical health and strategies to cope with stress of being a leader. Assigned protégées – understanding the roles of mentors and mentees
Sept 29	Seminar #1 – Paper #1 due Tuesday September 28 <sup>th</sup> – Topic to be provided in previous week’s lecture
Oct 6	Total Leadership – The Three Boxes of Life
Oct 13	<i>Fall Break Week</i>
Oct 20	Character and Leadership
Oct 27	Seminar #2 – Paper #2 due Tuesday October 26 <sup>th</sup> – Topic to be provided in previous week’s lecture
Nov 3	Team Approach to Leadership
Nov 10	The 5C Leader
Nov 17	Vision and Leadership
Nov 24	Seminar #3 – Paper #3 due Tuesday November 23 <sup>rd</sup> – Topic to be provided in previous week’s lecture
Dec 1	Leadership Matters
Dec 8	Leadership Development
Dec 15	<i>Exam Period – Winter Break</i>
Jan 5	Emotional Intelligence
Jan 12	Leadership in Kinesiology
Jan 19	Panel Presentation
Jan 26	Seminar #4 – Paper #4 due Tuesday January 25 <sup>th</sup> – Topic to be provided in previous week’s lecture
Feb 2	Leadership Lifecycle
Feb 9	Health & Leadership
Feb 16	Seminar #5 – Paper #5 due Tuesday February 15 <sup>th</sup> – Topic to be provided in previous week’s lecture
Feb 23	<i>Spring Break – Reading Week</i>
Mar 2	Moderated panel presentation of top leaders, their approaches to leadership
Mar 9	Leadership and Culture
Mar 16	Future of Leadership
Mar 23	Seminar #6 – Paper #6 due Tuesday March 22 <sup>nd</sup> – Topic to be provided in previous week’s lecture
Mar 30	<i>Last Class - Final Remarks</i>
Apr 6	<i>Exam Period</i>

## **Required Course Material:**

Weese, W. J. (2018) *The 5C leader: Exceptional leadership practices for extraordinary times*. New York: Archway Publishing, a Division of Simon and Schuster, New York, NY.

## **Recommended book:**

American Psychological Association. (2020). *Publication Manual* (7th ed). Washington, D.C.: American Psychological Association.

Articles will be assigned and provided throughout the course.

## **Content Delivery:**

Several content delivery modes will be used in the course including:

- lecture format - instructor-based delivery
- guest speakers/panel presentations and reflection activities
- small group applications/activities – small group reflection meetings with TAs and instructor to debrief on assignments, deeper discussions, and engage in reflection and application activities.

## **Course Evaluation:**

1. Seminar Assignments	30%
2. Reflections	20%
3. Mentoring Project	25%
4. Final Examination	25%

### **1. Seminar submissions and presentations (30%)**

Students will participate in small group seminars over the course of the year. There are written assignments that are to be submitted prior to each seminar. The students' submissions and participation in the discussions will be graded for each seminar.

6 seminars (2% for each paper, 3% for contribution and participation = Total = 30%).

### **2. Reflections (20%)**

Reflections will be assigned throughout the course. Instructions will be provided.

Papers #1 and #2 worth 5% each, Paper #3 worth 10%.

### **3. Mentoring Project (25%)**

Activities related to your mentoring/mentee relationship. All assessments covered in Handbook.

### **4. Final Examination (25%)**

Cumulative, however content mostly from 2<sup>nd</sup> semester. Covering all course materials, content from lectures, videos, assigned readings, and seminar presentations. Format will be a series of recognition, recall and application questions and cover content covering the entire course. Study groups are strongly recommended.

## Course/University Policies

### 1. Statement on Use of Personal Response Systems (“Clickers”)

If Personal Response Systems (“Clickers”) are used in the course, a reference to the Guidelines for their use (Guidelines are shown below). Instructors are to communicate clearly to students information on how clickers are used including: how the student’s privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the students, and why they cannot be used by anyone but the student (since the students involved in misuse of a clicker may be charged with a scholastic offence).

2. **Academic offences:** They are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

A) Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com <http://www.turnitin.com>

B) Computer marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### 3. Electronic Device Usage:

**During Exams** - Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. Please be respectful to your fellow students and turn the sound off. If the professor receives complaints from other students regarding noise or other disruptive behavior (e.g. watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom privileges will be revoked. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

#### 4. **Health and Wellness:**

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

#### 5. **Support Services**

There are various support services around campus and these include, but are not limited to:

1. *Student Development Centre* -- <http://www.sdc.uwo.ca/ssd/>
2. *Student Health & Wellness* -- <http://www.health.uwo.ca/>
3. *Registrar's Office* -- <http://www.registrar.uwo.ca/>
4. *Ombudsperson Office* -- <http://www.uwo.ca/ombuds/>

#### 6. **Accommodation, Illness Reporting, and Academic Considerations :**

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

## Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

7. **Examination Conflicts:** A student with examinations having flexible submission times (e.g., where one or more examination is a take-home examination) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request accommodation with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online examinations, an “Examination Conflict Room,” which may be assigned when a student is scheduled to write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

8. **Grades:** Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 12th, 2021 (for first term half-courses)
- November 30th, 2021 (for full-year courses)
- March 7th, 2022 (for second term half-or full year courses)

A+	90-100	<i>One could scarcely expect better from a student at this level</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

**Rounding of Grades** (for example, bumping a 79 to 80%):

This is a practice some students request. **This practice will not occur here.** The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, or ‘giving away’ of marks. Please don’t ask me to do this for you; the response will be “please review the course outline where this is presented”.

9. **Contingency Plan for an In-Person Class Pivoting to 100% Online Learning:** In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any

remaining assessments will also be conducted online as determined by the course instructor.

**10. Online Etiquette:** Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please “arrive” to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- [suggested for classes larger than 30 students] In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- [suggested for cases where video is used] please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- unless invited by your instructor, do **not** share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking
- self-identify when speaking.
- remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

## **11. Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>