

NEUROMUSCULAR ASPECTS OF EXERCISE

APK 4115 -- 3 -- FALL 2021

INSTRUCTOR: Diba Mani, Ph.D.
Office: FLG 131
Email: dmani@ufl.edu
Preferred Method of Contact: Canvas
Preferred pronouns: she/her

OFFICE HOURS: Details posted on Canvas.

MEETING TIME/LOCATION: Provides an in-depth analysis of muscle structure and function; how muscles produce movement; adaptation of muscle to resistance training, endurance training, and various manipulations used in rehabilitations; adaptation of muscle to disuse; and muscle responses to injury. There are two sections for this course, with different meeting times:

Class #10622 | Section 1G84 | MWF | Period 2 (8:30-9:20 AM EST)

Class #10623 | Section 2843 | MWF | Period 8 (3:00-3:50 PM EST)

COURSE DESCRIPTION: Provides an in-depth analysis of muscle structure and function; how muscles produce movement; adaptation of muscle to resistance training, endurance training, and various manipulations used in rehabilitations; adaptation of muscle to disuse; and muscle responses to injury.

PREREQUISITE KNOWLEDGE AND SKILLS: APK 3110c with a minimum grade of C and/or PET 3351c with a minimum grade of C. Some version of Human Anatomy and Physiology.

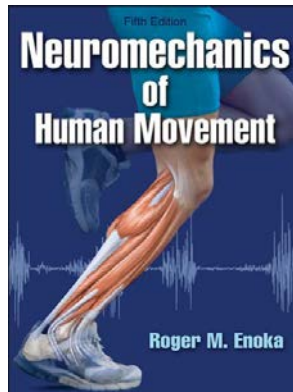
Students enrolling in this course must have at least the following minimum technical skills to succeed:

- Using the learning management system, Canvas
- Using e-mail with attachments

- Microsoft Office: Word, PowerPoint
- Using Zoom video conferencing
- Downloading, installing, and incorporating applications and software such as web browsers and Flipgrid

MATERIALS: All lecture slides, peer-reviewed research papers, and reading material will be posted on Canvas. You are required to have a functioning personal computing device (i.e. laptop, desktop), webcam, microphone, and speaker (or headphones/earbuds). You will require internet access to view content.

The textbook that our course content is primarily derived is available for short-term use at the UF Libraries: Enoka RM. *Neuromechanics of Human Movement*. 5th edition. Champaign, IL: Human Kinetics, 2015. Acquiring this textbook is **not** required but highly suggested, especially for those who will pursue graduate/professional education and careers in topics related to the neuromuscular systems. You will be provided with a list of suggested and required sections to read in this textbook, as related to covered course content (posted on Canvas). Any required reading sections will be provided online at no cost to you.



COURSE FORMAT: This class is scheduled to meet in-person. Students are responsible for checking announcements and course posting on Canvas, which will include updates to the course schedule, including any virtual meetings. It is advised to pay attention to the planned activity for a given class period, which may include a Supplemental Learning Experience such as a kinesthetic demonstration, worksheet, and/or assessment.

The health and wellbeing of our community is imperative. Hence, I do not plan on taking attendance for attending class in-person. If you miss lecture, it is up to you to review the lecture slides and borrow notes from a classmate. You should plan to take closed-book quizzes and the final exam in person, unless otherwise noted via Announcements in Canvas. Please reach out immediately if there's a circumstance that merits accommodation (see *Make-Up Policy* below). Refer to *COVID-19 and Other Special*

Circumstances for an elaboration of University policy regarding the current COVID-19 global pandemic.

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

1. Knowledge: Discuss, explain, and defend subject matter relevant to neuromuscular physiology.
2. Skills: Discuss, explain, and compare specific skills related to neuromuscular physiology.
3. Professionalism: Present and explain vital, relevant concepts in neuromuscular physiology in a professional manner.

COURSE AND UNIVERSITY POLICIES:

UF STUDENT COMPUTING REQUIREMENTS: Per UF student computing requirements, “access to and on-going use of a computer is required for all students.” UF does not recommend students relying on/regularly using tablet devices, mobile phones, or Chromebook devices as their primary computer, as these may not be compatible with specific platforms used in this course or other UF courses (<https://it.ufl.edu/policies/student-computing-requirements/>). Access to fast, secure Wi-Fi will be necessary for this course. If a student is in an area with limited internet access, UF students can access eduroam for free with their GatorLink log-in credentials.

How to connect to eduroam:

1. If you can get a Wi-Fi signal at any of the eduroam locations (see below) and your mobile device (laptop, smartphone, or tablet) has already been configured for eduroam, then you will automatically connect.
2. Otherwise, follow the instructions for connecting here: <https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/>.

There are more than 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges. You may connect to eduroam in other states as well. You don't have to sit in a car: many locations have open spaces and communal rooms available so you can get online while socially distancing and following CDC guidelines in an air-conditioned space. In Florida, all of the UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area of your county, you can visit an REC to securely watch course videos and take care of your academic needs.

Here's a link to all the eduroam sites in the U.S.: <https://incommon.org/eduroam/eduroam-u-s-locator-map/>.

If you have any problems connecting to eduroam you can call (352-392-HELP/4357) or [email](#) the UF Computing Help Desk.

ATTENDANCE POLICY: Attendance will not be collected for points, although it may be for surveying purposes; however, there may be content provided during class that is not available otherwise (such as practice questions or additional discussions). Thus, students are expected to attend class when possible.

You do **not** need to let me know if you are missing a live session, unless you are requesting an accommodation for an assessment and have a valid, documented excuse (i.e. illness). Please refer to “Make-Up Policy” below for additional information on this.

PERSONAL CONDUCT POLICY: Students are expected to exhibit behaviors that reflect highly upon themselves and our University:

- Read and refer to the syllabus.
- Arrive to class on time, no matter the format of the class that session.
- Follow the guidelines for appropriate behavior in both in-person and virtual environments.
- Submit assignments by the deadlines. If you miss a deadline, please recognize that requesting an exception is unfair to your classmates and instructor.
- Show respect for the course instructor and classmates by not holding personal conversations during class time (especially during peer presentations).
- Use professional, courteous standards for any web exchanges (i.e. proper greetings and titles in emails).
- UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies several behaviors that are in violation of this code and the possible sanctions.
 - Working with others without permission, submitting work somebody else has put together, submitting work you have completed previously, and using unapproved resources (such as notes during exams) are *some* of the examples of academic misconduct.
- You are obliged to report any condition that facilitates academic misconduct to appropriate personnel.

The use of software to promote academic integrity through plagiarism detection is advocated for. Although not required, Turnitin is an excellent resource for this and reference/citation assistance.

MAKE-UP POLICY: Make-up assessments and assignments will be given at the discretion of the instructor. To request and possibly schedule a make-up exam, please

fill out the “Make-Up Request Form” posted in Canvas and e-mail it to your course instructor. Documentation is **required**. Unexcused missed assessments and assignments will result in a zero on that item (this includes contacting the instructor after the exam if you are ill). Please make travel arrangements accordingly, as this is not an excusable activity. If you have a serious emergency or life event, please contact the Dean of Students Office (www.dso.ufl.edu) and they will contact your instructor so that you do not have to provide documentation to individual instructors for a make-up. Requirements for class attendance, make-up assessments, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Your single lowest individual performance on the 10 SLEs be dropped. The dropped assignment grade will include any quiz not taken or assignment not submitted, for whatever reason. Thus, please do **not** ask for an accommodation for inappropriate excuses, which include:

- Extracurricular activities
- Out of town/vacation
- Sleeping in
- Sports
- Technological issue due to procrastinated assignment upload
- Volunteering
- Work

INCLUSION, DIVERSITY, EQUITY, AND ACCESS (IDEA): All individuals, irrespective of their gender, gender identity, gender expression, sexual identity, sexual orientation, race, ethnicity, religious affiliation, physical or mental ability, political affiliation, or any other perceived generalized differentiator, is welcome in this course. It is expected that we treat each other with respect and as equals. Treat one another as you want to be treated so that we can have valuable discussions in this course. Intolerant, inflammatory, or insulting behavior or speech is not acceptable and may lead to dismissal from the course. Please do reach out for assistance regarding accommodations – I do not want inaccessibility to keep anyone from the opportunity to learn and grow.

ACCOMMODATING STUDENTS WITH DISABILITIES: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC) by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

In the case of situations that may impede learning throughout the semester, students may reach out to the Dean of Students Office to provide documentation that will then be directed to the course instructor.

PREFERRED NAME: It is important to the learning environment that you feel welcome and safe in this class, and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class if your name and pronouns are not reflected by your name on the class roster.

You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records. Please do keep your preferred name (first and last, if possible) visible for live sessions.

PRIVACY (FERPA): Aspects of course content may be audio and visually recorded for students in the class to refer to. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. By enrolling in this course, you will be required to have audio and video enabled for your group presentation. If you do not want your image in any recording pertaining to course content (i.e. presentations, demonstrations), please let me know within the first couple week of class so that we may seek an accommodation. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All

other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

COURSE EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

COVID-19 AND OTHER SPECIAL CIRCUMSTANCES: Any changes to our course, such as cancellation of in-person meetings or virtual proctoring of examinations, will be announced in Canvas. In response to COVID-19, the following information has been provided to faculty by UF administrators, as of August 13, 2021. These practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an

appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

You are expected to always wear approved face coverings during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators. Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be in every classroom.

If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

GETTING HELP:

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-294-CARE (2273).
- Counseling and Wellness Center: 352-392-1575, <https://counseling.ufl.edu/>
- Sexual Assault Recovery Services (SARS) - Student Health Care Center: 352-392-1161.
- University Police Department: 352-392-1111 (or 9-1-1 for emergencies). <https://police.ufl.edu/>

Academic Resources

- E-learning technical support: 352-392-4357 (select option 2) or e-mail learning-support@ufl.edu: <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union: 352-392-1601. Career assistance and counseling: <https://career.ufl.edu/>
- Library Support: <http://www.uflib.ufl.edu/help/>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio: 302 Tigert Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>
- Student Complaints
 - On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
 - On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

GRADING:

The following table outlines the point-accruing components of the course. All grades will be uploaded to the gradebook prior to the final exam (except the final exam, of course). Expanded directions and examples are provided in Canvas.

Evaluation Components	Points Per Component	Approximate % of Total Grade
Engagement	5 pts	5/125 = 4%
Supplemental Learning Experiences (x11)	5 pts each & drop the lowest = 50 pts	50/125 = 40%
Presentation	30 pts	30/125 = 24%
Presentation Evaluations	5 pts	5/125 = 4%
Exam	35 pts	35/125 = 28%
Extra Credit	Up to 2 pts	0% (can add ~2%)

Engagement – The first of the two activities making up points in this category is a short video post in Flipgrid to introduce yourself to the class. The activity will require the use of audio and visual recording tools (i.e. webcam and microphone). To earn full credit (2 points) for this assignment, you must comment on at least one classmate’s post. This is due near the beginning of the semester (see *Tentative Course Schedule* below).

The second component for engagement credit is a “creativity” assignment, which may be submitted in the form of anything from writing a poem to recording a short video (creativity and uniqueness is highly encouraged!). The submission may be uploaded any time during the semester, up to the deadline (see *Tentative Course Schedule* below);

earlier submissions are welcome, especially when it comes to sharing with classmates and maintaining a level of creativity and uniqueness. The submission must be an original piece of work on a topic relevant to the course, which includes lecture content, reading material, and internationalization. At the end of the semester, a small award (*not* grade-based) will be given to the top two submissions in each section, as voted by the class.

Supplemental Learning Experiences (SLE) – Most of the SLEs are in the form of open-book assignments that are often started and discussed in small groups during live sessions but must be completed and submitted by each student individually by the end of the week in which it is assigned. These SLEs are designed to expand and elaborate on topics discussed in lecture in a more hands-on, active method. Sharing content or copy/pasting peer results will result in an academic misconduct violation and a possible “0” grade, at the very least.

3-4 of the 11 SLEs are in the form of closed-book quizzes that will be taken in-person, unless an unusual circumstance, as announced by UF Administration, comes about, moving the course online (and hence virtual proctoring). The SLE quizzes will typically comprise 5-10 questions (multiple choice, short answer, matching) pertaining to all lecture, textbook, and possibly peer presentation material since the previous closed-book “SLE: Quiz”. Answers to the closed-book SLEs will **not** be released. However, we may discuss commonly missed questions during class after a given quiz is graded. Please plan to attend the following week’s office hours to review specifics. You may review a closed-book SLE from the time grades for that SLE are released until the next closed-book SLE or the end of classes.

Your single lowest individual performance on the 11 SLEs, no matter its format (closed-book or open-book) will be dropped. The dropped assignment grade (5 points) will include any quiz not taken or assignment not submitted, for whatever reason. Thus, the expectation is that you do **not** ask for an accommodation for inappropriate excuses (i.e. extracurricular activity, out of town/vacation, sleeping in, sports, volunteering, work).

Given the extended access time for assignment submissions (minimum: an entire workweek), late submissions will **not** be accepted. Please plan accordingly for uploads to avoid technological issues and time zone discrepancies (i.e. gradebook closing out at 11:59 PM EST means you should probably not wait until 11:55 PM to upload your assignment). Please make sure that the **correct** assignment is uploaded in a **readable** file format (i.e. .doc, .pdf); failure to do so may result in a “zero” grade. In the case that you do upload an incorrect file or file type, you may reupload. The single **last** submission before the assignment deadline will be the one and only file graded. To repeat, it is your responsibility to make sure the file uploaded for grading is the correct file and that it is in a readable file format (i.e. not in .pages).

Presentation – The presentation will be based on an original peer-reviewed research article on a relevant course topic, assigned to groups of 4-5 students. Within the first week of class, you will be randomly assigned presentation groups, papers, and dates. It is **your** responsibility to make a note of your presentation date and communicate to your instructor by the end of the first week of class if you are unable to make that presentation date for a valid reason (i.e. graduate/professional school interview, childbirth expectancy). Failure to participate in your live presentation may result in a “zero” grade. Please reach out regarding group discrepancies in advance so that you may be randomized into a new slot immediately (before SLE 1 is due, which is related to your presentation).

Directions on presentation expectations (i.e. PowerPoint formatting, uploading to Canvas, and duration) will be given at the start of the semester during class. Presentation evaluation forms (rubrics) will be finalized in the first week of class by the class; group grades will be based on the rubric developed (available on Canvas). There will be no individual grades for presentations themselves unless there is a consensus by the majority of the other group members that you did not contribute appropriately; so, please work together as a *team* to help each other succeed in these presentations.

In addition to presenting on the original peer-reviewed research article, students go through the process of communicating with an author of the paper, who will be an individual from somewhere else in the world. The goal of this “internationalization” opportunity is to understand the diverse background of scientific data and research scientists; the intent is that this will expand our cultural knowledge and experience with people from around the world in a common language – science.

Specifically, you will be required to incorporate an international/cultural component of the original research articles presented. In addition to presenting on the content of the original research article, you will be asked to share something pertaining to research, academia, and/or sports in the location of origin for each original research article. One member of each group will need to upload a transcript of the communication with the author, a list of questions asked, a transcript or summary of the answers to the questions, and a video recording (i.e. via Skype or Zoom). You will also need to upload a screenshot of you, your groupmates, and the researcher communicating. Students will be asked to share bits or clips of their interview in their presentation to the class during the live session. All presentation-related content must be submitted (uploaded) by 11:59 PM the night before your presentation day. Please do make sure the content is accessible (i.e. no log-in required to view). Presentations should be worked on by every member of the group throughout the term, and will be presented *live* by every member of the group during the 2-3 weeks of virtual presentations toward the end of the semester. Creativity is welcome; please do discuss with me if you’re unsure about what may or may not be appropriate.

Our section of APK 4115 fulfills one of the curriculum requirements of the International Scholars Program. Learn more about how you can obtain a graduation medallion and diploma here: <https://internationalcenter.ufl.edu/student-opportunities/international-scholars-program>.

Presentation Evaluations – You will be asked to evaluate yourself and your group members, privately (2 points). This document (accessible on Canvas) is due within one class period after your presentation, which should serve as enough time to fill in any remaining components of the form and upload to Canvas for grading, without letting too much time pass and possibly forgetting the experience or the assignment. If you have a scheduling conflict, please let me know at the start of the semester so that we may make proactive adjustments.

Please support each other by attending the virtual group presentations. The remaining 3 points in this category will be awarded for general engagement and participation during one another's presentations. Blatant attendance may be taken and points deducted per the discretion of the instructor. If there is a lack of engagement (i.e. no questions or comments from the audience), points may be deducted, so please remain active. Some questions may be developed for the final exam based on presentation discussions. Ultimately, I expect us all to work together to uphold a supportive environment for everyone.

[Final] Exam – The final exam is cumulative. A review document with exam content may be posted a couple weeks prior. The structure of the final exam will be similar to that of the "SLE: Quiz", but longer in duration and more comprehensive. The exam will be virtually proctored and under lockdown browser conditions through Canvas.

Extra Credit – You may earn up to 2 points of extra credit in this course by completing the pre- and post- internationalizations surveys. You may be required to complete both pairs of surveys (i.e. pre and post) to earn these points. Instructions on how to confirm completion will be available in Canvas.

GRADING SCALE: Any discrepancies with points displayed in the gradebook must be brought to the attention of the instructor as soon as possible, or before the last day of class. There is no curve for this course and final grades will **not** be rounded up. More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. *Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.*

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A+*	97.00-100%	4.0
A	93.00-96.99%	4.0
A-	90.00-92.99%	3.7
B+	87.00-89.99%	3.3
B	83.00-86.99%	3.0
B-	80.00-82.99%	2.7
C+	77.00-79.99%	2.3
C	73.00-76.99%	2.0
C-	70.00-72.99%	1.7
D+	67.00-69.99%	1.3
D	60.00-66.99%	1.0
E (F)	0-59.99%	0

*An A+ appears as an "A" in the final UF grade system

COURSE SCHEDULE:

It is strongly recommended that you adhere to the following schedule as closely as possible, providing yourself ample time before deadlines to confirm correct uploads of assignments and access to stable internet and other tools necessary for completion (i.e. computer, webcam, microphone). Changes to the schedule will be posted on Canvas; please review all announcements for updates. For those who follow along in the recommended textbook, suggested pages are provided in a reading list posted on Canvas. Deadlines are also posted on Canvas.

Week	Date	Module	Content
1	Aug 23	Orientation	Syllabus and Introductions
	Aug 25		Introduction to the Motor System
	Aug 27		Module 1 Presenting Scientific Data
2	Aug 30	Module 2	Presenting Scientific Data; SLE 1: Resources for Presentations
	Sep 01		Activation Signals
	Sep 03		Module 3 Synaptic Transmission
3	Sep 06		<i>Labor Day (no class)</i>
	Sep 08		Synaptic Transmission
	Sep 10		SLE 2: Membrane Potentials
4	Sep 13	Module 4	Muscle Architecture & Mechanics
	Sep 15	Module 5	Muscle Architecture & Mechanics
	Sep 17		SLE 3: Quiz; Neuroplasticity
Sep 20	Neuroplasticity		
5	Sep 22	Module 6	SLE 4: Plasticity
	Sep 24		Motor Units
	Sep 27		Motor Units
6	Sep 29		Motor Units
	Oct 01		Motor Units; SLE 5: Contraction Speed
	Oct 04		Motor Units
7	Oct 06	Module 1	SLE 6: Quiz; Group Presentation Interview Finalization
	Oct 08		<i>Homecoming (no class)</i>
	Oct 11		Module 7 <i>No live class -- SLE 7:</i> Fatigue
Oct 13	Module 8 Task Control of Force		
8	Oct 15		Task Control of Force
	Oct 18		Fatigue
	Oct 20		Module 9 Fatigue
9	Oct 22		Reflexes
	Oct 25		Reflexes
	Oct 27		Module 10 SLE 8: Reflexes
10	Oct 29		SLE 9: Quiz; Aging
	Nov 01		Aging
	Nov 03		Aging
11	Nov 05		Aging
	Nov 08		<i>Veteran's Day (no class)</i>
	Nov 10		SLE 10: Exercise is Medicine
12	Nov 12		SLE 11: Neuromuscular Electrocution!
	Nov 15		Creativity Assignment Showcase & Voting
	Nov 17		Module 1 Group E-Presentations 1 and 2
13	Nov 19		Group E-Presentation 3 and 4
	Nov 22		<i>Thanksgiving Break (no class)</i>
	Nov 24		<i>Thanksgiving Break (no class)</i>
14	Nov 26		Group E-Presentation 5 and 6
	Nov 29		Group E-Presentation 7 and 8
	Dec 01		Group E-Presentation 9 and 10
15	Dec 03		Group E-Presentation 11 and 12
	Dec 06		Group E-Presentation 13; Review
	Dec 08		Closing Internationalization, Surveys
16	Dec 10		<i>Reading Day (no class)</i>
	Dec 13-17		Final Exam Week
			Period 8: Tues, Dec 14 12:30-2:30 PM EST in FLG 245 Period 2: Fri, Dec 17 10:00 AM-12:00 PM EST in FLG 230

SUCCESS AND STUDY TIPS:

Recognizing that people learn in different ways and with no judgement on how you study (i.e. highlighting the textbook, using YouTube, drawing figures), here are some tips for success and studying in this course that haven't been proven useful for many:

- The suggested textbook is quite concisely written but should be read carefully and provides detail to material described during lecture. Although the material presented in lecture does not encompass everything described in the reading segments, the textbook explains topics discussed in class in a different way.
 - Any content that is required reading and fair game on assessments will be posted to Canvas.
- Engage with your peers in not just preparing and giving your presentation, but in answering in-class questions proposed by anyone (i.e. instructor, peers, external resources). We are one another's greatest resources for learning material.
- Look up material that inspires you. If we're talking about muscle contractions and you really become curious about diseases pertaining to the cross-bridge cycle – take a moment to look it up and read about it or watch a video clip! Share as a Discussion on Canvas.
- Do prepare and practice for your presentation *with your group* well in advance. We do presentations for a variety of reasons – take the opportunity to present to the class seriously; it'll likely come in handy when you're doing a med school interview or job talk in the future.
- Contact your researcher well in advance. Follow the tips given in class and reiterated on Canvas on how to do so respectfully and effectively.
- Check Canvas for announcements! Adjustments to the schedule and edits/clarifications to topics discussed in class will be posted here.
- Prepare for the quizzes (within the SLEs) as the material rolls in. We have quizzes (instead of a midterm) throughout the term in hopes of encouraging you to stay on top of the material as we roll through the semester.
- Please do not take an unfair advantage of the accommodating nature I try to maintain in my classroom; an accommodating but *equitable* space is important (i.e. if others are not using their notes during an exam, you shouldn't be, either).
- Things happen. That's life. If there are some majorly overwhelming things happening during your semester, send me an email, come by office hours. We'll work together to figure out what steps you should take in hopes of wrapping up the course well. Swing by and chat academia (grad school, anyone?), sports, and aspirations to travel the world some time.

