

Acknowledgement of Indigenous Peoples and Traditional Territories:

York University recognizes that many Indigenous nations have longstanding relationships with the territories upon which our campuses are located that precede the establishment of York University. We acknowledge our presence on the traditional territories of the Mississaugas of New Credit, the Huron-Wendat, the Haudenosaunee Confederacy and the Métis Nation of Ontario.

School of Kinesiology and Health Science, Faculty of Health

SOCIO-CULTURAL PERSPECTIVES IN KINESIOLOGY

Course: HH/KINE 1000 6.0 (Sections A and B)
Course Webpage: <https://moodle.yorku.ca/moodle/course/view.php?id=87199>
Course Email: kine1000@yorku.ca
Term: Fall and Winter Terms 2016-17
Time/Location:

Lectures	Section A	M andW	8:30 – 9:20am	CLH I
	Section B	M andW	9:30 – 10:20am	CLH I
Tutorials	Weekly one-hour tutorial on Mon-Thurs from 8:30 – 2:30pm Please refer to your official timetable for tutorial location			

Course Director:
Prof. Hernán E. Humaña
(416) 736-2100 ext. 66910
358 Stong College
Email: hhumana@yorku.ca
Office Hours: By appointment only

Course Instructor:
Dr. Yuka Nakamura
(416) 736-2100 ext. 22372
349 Bethune College
Email: nakamura@yorku.ca
Office Hours: By appointment only

Course Instructor:
Dr. Parissa Safai
(416) 736-2100 ext. 23040
335 Bethune College
Email: psafai@yorku.ca
Office Hours: By appointment only

Tutorial Coordinator:
Dr. Nick Ashby
306 Stong College
Email: ashby@yorku.ca

Administration Teaching Assistant:
Lauren Wolman
Email: lwolman@yorku.ca

Tutorial Leaders:

Abdulwasi, Munira	mabdulw3@yorku.ca	Larocca, Victoria	victorialarocca93@gmail.com
Ashby, Nick	ashby@yorku.ca	Leung, Kelvin	kleung10@yorku.ca
Bhattacharjee, Avishek	avi23.AB@gmail.com	McCulloch, Emily	emccu03@yorku.ca
Cappe, Shauna	scappe@yorku.ca	Mosher, Sandy	moshera@yorku.ca
Cavaliere, Andrea	andcava@my.yorku.ca	Oye-Somefun, Akinkunle	aoyesomefun@gmail.com
Clemens, Tessa	tessa_clemens@edu.yorku.ca	Patelia, Shruti	spatelia@yorku.ca
Dickler, Lauren	ldickler@yorku.ca	Pirbaglou, Meysam	meysam.pir@gmail.com
Farag, Ibrahim	faragi@my.yorku.ca	Ruscitti, Robert	rr28@yorku.ca
Ghandeharian, Sara	sghand91@yorku.ca	Shahabi, Kamran	kamran.kine1000@gmail.com
Kalashnikova, Elizabeth	kalashn1@yorku.ca	Stone, Rachael	raystone@yorku.ca
Kim, Theresa	kimthere@yorku.ca	Tristani, Lauren	tristani@yorku.ca
Krahn, Alixandra	akrahn@yorku.ca	Zohrabi, Bahareh	baharehz@my.yorku.ca

TLs' office hours and office locations posted on the door of 306 Stong College

Expanded Course Description

As the core socio-cultural course in our Kinesiology and Health Science undergraduate degree, KINE 1000 focuses on understanding the social body as key to a critical approach to physical culture, health and human rights. That the body is a social construction as well as a biological organism means that no human being lives outside of society. An individual's social body is categorized and trained into socially approved roles and practices that are informed by cultural, political and historical conditions and that influence and are influenced by one's perceived gender, appearance, age, sexual orientation, race, ethnicity, ability, and class or caste.

Course Objectives

Following this course, students will be able to:

1. Understand the concept of social construction as it pertains to physical activity, the body and health.
2. Develop a critical understanding of how power relations, privilege and stereotyping generate and perpetuate inequalities and prejudices about human bodies with respect to hegemonic societal standards of health and performance.
3. Critically reflect on the nature of scientific knowledge as it pertains to the study of physical activity, body and health.
4. Analyze physical activity and health as social and historical institutions influenced by material conditions of life.
5. Analyze physical activity and sport in contemporary North American society sociologically.
6. Develop and have the opportunity to demonstrate university-level reading comprehension, critical evaluation, and writing skills.

Email Policy

Email is great technology when used in moderation. Emails should be initially directed to your Tutorial Leader. Following that, emails should be directed to the term-specific Course Director through the KINE 1000 Course Email: kine1000@yorku.ca. Please ensure that email messages are professional, clear and coherent. Effort will be made to respond to emails within two business days. Emailed queries on material found in the course outline and/or Moodle will NOT be answered. Course material will be reviewed in class only.

DESTINATION GRADUATION!

A special combined class for KINE 1000 and KINE 1020 will be held
Wednesday, September 14, 2016 from 8:30am to 10:30am in the
Tait McKenzie Main Gym.

Tutorials

There is a mandatory weekly one-hour tutorial starting the week of September 19th in various locations across campus. Please remember your tutorial number for all assignments and exams. Students are expected to prepare in advance the weekly-required readings for discussion in tutorials. Attendance is taken within the first ten minutes of tutorials; students lose a tutorial attendance mark if more than ten minutes late.

Lecture Slides and Recordings

In efforts to encourage comprehensive note-taking skills, we typically post our Power Point presentation slides following lecture. Most, but not all, lectures will be recorded through lecture capture technology. Access to the lecture recording will be as follows:

- Fall term: Unlimited access to all lecture recordings throughout the term.
- Winter term: Two weeks of access to lecture recordings after lecture. Unlimited access two weeks prior to Winter Final Exam.

- Please note that access to the lecture recordings will be restricted following the Final Exam until one week prior to the Deferred Final Exam.

Course Text

This course utilizes a Course Reader and Critical Skills Manual entitled *Exploring Kinesiology Through Our Sociological Imaginations*. The shrink-wrapped course kit can be obtained from Northview Print and Copy Inc. (2700 Steeles Ave. W, Unit #1; all payment forms accepted). Northview will be making copies of the Reader and Manual available for purchase outside of CLH I in the first weeks of classes (cash only). The cost for the 2016-2017 course kit is \$100 including tax. The course kit changes each year; make sure to purchase the 2016-2017 version.

Course Evaluation

<i>Assessment Item</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Quiz Zero	MANDATORY	By Monday, October 3, 2016
Essay Outline and Paradigm Statement	10%	Monday, October 17, 2016
In-tutorial Mid-Term Tests (3)	24% (8% each)	The weeks of October 3, October 31 and November 28, 2016
In-tutorial Peer Reviewed Progress Report and Sample References	6%	Week of Monday February 6, 2017
Critical Research Essay	20%	Monday, February 27, 2017
Tutorial Participation	5%	Grade to be calculated following final tutorial of winter term
Tutorial Attendance	5%	Grade to be calculated following final tutorial of winter term
Final Exam	30%	Date and Time TBD

QUIZ ZERO*

TO ENSURE THAT ALL STUDENTS ARE FAMILIAR WITH THE POLICIES OF KINE 1000, YOU MUST COMPLETE "QUIZ ZERO" WITHIN MOODLE BY MONDAY, OCTOBER 3, 2016.

You will not receive any grades from the Fall term until you complete Quiz Zero with a perfect score. The completion of Quiz Zero indicates that you have read and understood the policies of the course as indicated in this course outline.

*Our thanks to and acknowledgement of Dr. Georgopoulos (AS/ECON 1000/1010) for this course feature.

Assignment Submission

- Follow mandatory format requirements.
- Submit a hard copy of your assignment at the beginning of lecture in class on the due date AND a copy to Turnitin no later than the beginning of lecture on the due date. Both submissions must be made on time in order to avoid a lateness penalty. Assignments submitted outside of lecture will only be accepted at 306 Stong. Assignments handed in to 341 Bethune (Undergraduate Office) may not be accepted.
- Include your Tutorial Leader's name and Tutorial Number (failure to include this information may result in a penalty).

Lateness Penalties

IMPORTANT INFORMATION

12:00 pm on the due date: late but no penalty

After 12:00 pm on the due date: 20% grade reduction

After 4:30pm on the day after the due date: no grade (0%)

ASSIGNMENT DUE DATES AND TIMES ARE STRICTLY UPHELD.

Late assignments will be penalized unless they are accompanied by a doctor's or court-date note, or by other official documentation detailing a serious matter. Be aware that doctor(s) must complete York University's Attending Physician Statement to be found on York's Registrar site. Any other forms of doctor's notes are not acceptable. Documentation must be attached to the assignment and the assignment must be handed in as soon as possible. If you anticipate not being able to hand in your assignment for more than two weeks from the due date for medical reasons, or for some other serious matter, you must contact the Course Director immediately in addition to providing formal documentation. Assignments handed in without formal documentation later than 4:30pm on the day after the due date will NOT be marked at all and will automatically receive a grade of zero.

Turnitin

Instructions for submission will be provided on Moodle. If you prefer not to submit to Turnitin, you must contact the term-specific Course Director 14 days before the assignment deadline, submit all draft copies, write an Annotated Bibliography of all the references used and be prepared for an oral presentation and defence of your work.

Appeals Process

If you believe that your assignment should be re-evaluated, explain why in a one-page, typed letter to Tutorial Coordinator Dr. Nick Ashby. Staple this to the graded paper and drop it off at 306 Stong (if the office is closed, push your submission under the door). The appeals submission deadline for Fall term work is Monday November 21, 2016 and Monday April 1, 2017 for Winter term work. Appeals submitted after these deadlines will NOT be accepted. Please note that the grade for reassessed assignments may go up, down or remain the same. **Appeals process decisions are final.**

Missed Tests and Exam

Deferred tests will NOT be arranged for missed in-tutorial tests. The weight of any and all missed in-tutorial tests (each worth 8% of a student's final grade) will be automatically added to the weight of the Final Exam. With regards to the Final Exam, students with complete, timely and official documentation (Attending Physician's Statement and Deferred Standing Form) must request permission from the Course Director to attend the make-up final exam. Make-up exams are NOT guaranteed. Very late extensions or accommodations for the Final Exam or any other evaluation matter for the course will require students to submit a formal petition to the Faculty of Health. Only one comprehensive final make-up exam will be offered to those students who miss the regularly scheduled final exam (date TBD). You must be available to write any make-up exams at the designated date and time.

KINE1000 adopts a zero-tolerance policy with regard to Breach of Academic Honesty and Integrity. Please refer to York University Secretariat website <www.yorku.ca/secretariat/> for further information on Senate Policy on Academic Honesty and Academic Integrity, Ethics Review Process, Access/Disability, Student Code of Conduct, and Religious Observance Accommodation.

Weekly Lecture and Required Reading Schedule – Fall 2016

Date	Lecture and Required Reading(s)
Sept. 12	Welcome and Housekeeping
Sept. 14	Destination Graduation
Sept. 19, 21	Power and the Social Body (HH) Collins, P.H. (1993). Toward a new vision: Race, class, and gender as categories of analysis and connection. <i>Race, Sex, & Class</i> , 1(1), 25-46.
Sept. 26, 28, Oct. 3	Critical Thinking and Thinking Critically (YN) Chernik, A.F. (2012). The body politic. In S. Kelly, G. Parameswaran and N. Schnedewind (Eds.), <i>Women: Images and Realities, A Multicultural Anthology</i> (pp. 128-134). New York, NY: McGraw-Hill.
Oct. 5, 12, 17	Social Class and Social Determinants of Health (PS) Ehrenreich, B. (1999, January). Nickel-and-dimed: On (not) getting by in America. <i>Harper's Magazine</i> , 298 (1784), 37-57.
Oct. 19, 24, 26	Media and Sport (HH) Scherer, J. (2016). The End of CBC Sports? In D. Taras and C. Waddell (Eds.), <i>How Canadians Communicate V: Sports</i> (pp. 55-78). Edmonton, AB: AU Press.
Oct. 31, Nov. 2	The Social Construction of Disease (PS) World Health Organization (WHO) (2015). <i>World Health Organization Best Practices for the Naming of New Human Infectious Diseases</i> . Retrieved from http://apps.who.int/iris/bitstream/10665/163636/1/WHO_HSE_FOS_15.1_eng.pdf?ua=1 Gilman, S.L. (2010). Moral panic and pandemics. <i>The Lancet</i> , 375(9729), 1866-1867.
Nov. 7, 9	Disabling the Supercrip Stereotype (PS) Clare, E. (1999). The Mountain. In <i>Exile and Pride: Disability, Queerness, and Liberation</i> (pp. 1-13). Cambridge, MA: South End.
Nov. 14, 16	Importance of Appearance: Cosmetic Surgery (YN) Gimlin, D. (2001). Cosmetic surgery: Paying for your beauty. In, <i>Body Work: Beauty and Self-Image in American Culture</i> (pp. 73-109). Berkeley, CA: University of California Press.
Nov. 21, 23	Fat and Fatness (YN) Lupton (2015). The pedagogy of disgust: The ethical, moral and political implications of using disgust in public health campaigns. <i>Critical Public Health</i> , 25, 3-14.
Nov. 28, 30, Dec. 5	Risk, Violence and Pain (PS) Laurendeau, J. (2011). "If you're reading this, it's because I've died": Masculinity and relational risk in BASE jumping. <i>Sociology of Sport Journal</i> , 28(4), 404-420.

Weekly Lecture and Required Reading Schedule – Winter 2017

Date	Lecture and Required Reading(s)
Jan. 9	Welcome Back and Housekeeping
Jan. 11	Writing Process (NA)
Jan. 16, 18, 23, 25	Race and Racism (YN) Nakamura, Y. (2012). Playing in Chinatown: A critical discussion of the nation/sport/citizen triad. In J. Joseph, S. Darnell, & Y. Nakamura (Eds.), <i>Race and Sport in Canada: Intersecting Inequalities</i> (pp. 213-236). Toronto: Canada Scholar's Press Inc. Cole, D. (2015, April 21). The Skin I'm In. <i>Toronto Life Magazine</i> (May), pp. 39-46.
Jan. 30, Feb. 1, 6, 8	Sex and Gender (HH) Martin, E. (1991). The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles. <i>Signs: Journal of Women in Culture and Society</i> , 16(3), 485-501. Messner, M. (2000). Barbie Girls versus Sea Monsters: Children constructing gender. <i>Gender & Society</i> , 14(6), 765-784.

Feb. 13, 15	Sexuality and Heteronormativity (HH) Lucyk, K. (2011). Don't Be Gay, Dude! How the institution of sport reinforces homophobia. <i>Constellations</i> , 2(2), 66-80.
Feb. 18 – 24	<i>Winter Reading Week</i>
Feb. 27, Mar. 1, 6	Ageing (PS) Phoenix, C., & Smith, B. (2011). Telling a (good?) counterstory of aging: natural bodybuilding meets the narrative of decline. <i>The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences</i> , 66B (5): 628-639, doi: 10.1093/geronb/gbr077.
Mar. 8, 13	Child- and Youthhood (YN) Mountjoy, M., Brackenridge, C., Arrington, M., Blauwet, C., Carska-Sheppard, A., Fasting, K., ... & Starr, K. (2016). The IOC Consensus Statement: harassment and abuse (non-accidental violence) in sport. <i>British journal of sports medicine</i> , bjsports-2016.
March 15, 20	Sport and Development (YN) Wolff, A. (2011, September 26). Sports save the world. <i>Sports Illustrated</i> . Retrieved from http://sportsillustrated.cnn.com/vault/article/magazine/MAG1190627/5/index.htm . Biehn, T. (2014). Who need me most? New imperialist ideologies in youth-centered volunteer abroad programs. In M. Forte (Ed.), <i>Good Intentions: Norms and Practices of Imperial Humanitarianism. New Imperialism, Volume 4</i> (pp. 77-87). Montreal, PQ: Alert Press.
Mar. 22, 27	Privilege (HH) McIntosh, P. (1988). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies. Wellesley, MA: Center for Research on Women, Wellesley College. Retrieved from http://nationalseedproject.org/images/documents/White_Privilege_and_Male_Privilege_Personal_Account-Peggy_McIntosh.pdf
Mar. 29, Apr. 3	Sport, Human Rights and Transformation (HH) Humaña, H. (2016). <i>Playing Under the Gun: An Athlete's Tale of Survival in 1970s Chile</i> (pp. 1-5, 76-83, 92-95, 145-153, 184-186). Toronto, ON: Aconcagua Publishing.
Apr. 5	Winter Term Review (PS)
Apr. 7 – 24	Winter Exam Period: Final Exam (30%) – Date and Time TBD

Assignments – Specific Instructions: Provisional Essay Outline and Paradigm Statement

Worth: 10% of final grade

Due in lecture and at Turnitin: Monday October 17, 2016

Mandatory Length and Format: Four pages in total + title page: one page for the mind map essay outline, two pages for the bulleted list essay outline with APA citations and references, one page for the statement of how the course paradigm has relevance to your chosen topic; use 12pt Times New Roman, one inch margins all around each page (except for the mind map), numbered pages (except title page), no underlining or boldface, length limit strictly observed – your assignment will not be read beyond the four pages and the grade will be based solely on these four pages.

Grading criteria: Clear, coherent mind map; clear, well-organized bulleted list outline with APA citations and references; paradigm statement must present a clear, plausible connection between the paradigm of the course and your chosen topic; grammar, spelling, vocabulary, and format

Instructions

Overview

This assignment is your first step towards completing a critical research essay in the winter term. Select an essay topic from the list provided and do some background research on your chosen topic. Then develop an essay outline in which you formulate a provisional thesis (your tentative position on the topic) and identify supporting main points. Present your essay outline in two forms: 1) as a brief mind map and 2) as a more detailed bulleted list of your thesis and main points. Finally, provide a statement of how you believe the constructivist paradigm of the course has relevance to your chosen topic.

1. Select your topic and do some background research

Begin by selecting a topic from the list of essay topics that can be accessed via Moodle. **Be sure to select an essay topic from among the four that have been assigned to you.** Next, familiarize yourself with the research process (read pages 51 to 68 in your *Critical Skills Manual*), reflect on your chosen topic and do background research to help you to develop both some understanding of the issues involved and a working thesis (your tentative position on the topic).

2. Create a mind map essay outline

Create a one-page mind map in which you present the logical connections between your thesis and key supporting points. Mind maps use abbreviated sentences and/or keywords/phrases within bubbles connected merely by arrows in order to create a visual representation of connections between ideas. If you are unfamiliar with mind maps, please refer to pp. 31-34 in your *Critical Skills Manual*. You can also consult relevant modules in Student Papers & Academic Research Kit (SPARK) at <http://www.yorku.ca/spark>

3. Create a bulleted list essay outline

Create a two-page double-spaced bulleted list version of your essay outline. In this list, use full sentences to summarize your thesis and main points instead of the much briefer treatment in your mind map outline. Begin the list with a statement of your thesis followed by your main supporting points. For bulleted entries where you express ideas from some of your background research sources, include relevant parenthetical APA in-text citations. Reserve the second half of the second page of the bulleted list to provide full APA references for sources cited in the bulleted entries. See chapter twelve in the *Critical Skills Manual* for details on APA in-text citations and references. Additional resources for APA citations and references are listed at the end of the chapter on page 128.

4. Provide a paradigm statement

Explain in one page double-spaced how the constructivist paradigm of the course has relevance to your chosen topic. This is an opinion piece so it is not necessary to cite sources.

5. Submit the assignment by due date in the following way

Be aware that you will only be able to submit the assignment to Turnitin **once**, as a single submission. Hence, submit the bulleted list essay outline and paradigm statement to Turnitin by the due date as a single document.

Do not submit the mind map to Turnitin. Submit a hard copy of the entire assignment, including the mind map, at lecture on the due date.

Assignments – Specific Instructions: In-tutorial Peer Reviewed Progress Report and Sample References

Worth: 6% of final grade

Due in tutorial: Monday February 6, 2017

Length: One page double-spaced progress report + one page double-spaced references page + title page; use 12pt Times New Roman, one inch margins all around each page, no underlining or boldface.

Grading criteria: Clear, well-written summary that communicates an understanding of the process towards writing a term research essay; references page in correct APA style.

Instructions

Overview

This assignment gives you the opportunity to pause to take stock of where you are in the process towards producing your major research essay and to gauge your progress through comparison with that of your peers. Perhaps you have not yet completed your background research or you may have completed your research entirely and settled on the sources you intend to use in your essay. You may have decided on a final thesis or you may still be working with a tentative one that keeps changing. You may not have begun to write your essay or you may have already made an attempt at a first draft or more. You will likely have come across obstacles as well as helpful resources during the course of your work so far across the two terms. In this peer-reviewed exercise you will present both a short progress report of where you are with your work and a sample APA references page for some of the tentative sources for your essay. Your peers will evaluate your progress report and references. You will also evaluate their progress reports and references.

1. Write a progress report

Write a one-page double-spaced progress report that summarizes where you are in the process towards producing your research essay. The report must be divided into two paragraphs of roughly equal length.

The first paragraph must summarize your progress in the following areas:

- Have you settled on a final thesis for your essay or is your thesis still tentative?
- Have you completed your background research but not your more focused research?
- Have you completed your more focused research and decided which six sources to use in the essay?
- Have you attempted a first draft of the essay and/or references page?

The second paragraph must summarize your feelings about your progress, covering the following areas:

- What have you found particularly easy so far?
- What have you found particularly challenging or interesting?
- What obstacles and resources have you discovered that have hindered and facilitated your progress?
- Do you feel that where you are in the process towards producing your essay is acceptable or do you feel that you are behind or ahead of schedule and why?

2. Construct a sample APA references page for some of your tentative sources. The page should include:

- One academic book
- One academic journal article
- One government source

3. Print out your progress report and references page and bring them to tutorial on the due date

In tutorial you will be organized into small groups of four or five where you will present your progress reports and references pages for discussion and feedback for half of the tutorial time. The second half of tutorial will be used to go over common issues/problems that arise during group discussion. You will be awarded 6% of your final grade for engaging in this group work and handing in your progress report and references page to your

tutorial leader at the end of the tutorial. Your work will not be returned to you but will be kept as a record of your participation in this peer review assignment.

Assignments – Specific Instructions: Critical Research Essay

Worth: 20% of final grade

Due in lecture and at Turnitin: Monday February 27, 2017

Full instructions for the Critical Research Essay to be distributed at the start of the Winter Term.

Tutorial Attendance and Participation

Worth: 10% of final grade

Length of Attendance and Participation: Twenty-two weekly tutorials spread over the fall and winter terms 2016/17, beginning in the week of Monday September 19, 2016.

Grading criteria for Attendance: Attendance will be recorded at every tutorial. Each tutorial is worth an equal portion of 5%. Non-attendance at tutorials will result in lower attendance grades, determined by the number of tutorials missed. Please note that attendance marks will not be awarded retroactively. If your tutorial leader's attendance sign-in sheet or register indicates that you were not at a tutorial even though you believe you were, you lose the attendance mark. It is therefore your responsibility to ensure that you have been recorded as present at each tutorial you attend **at the time of attending it.** You also lose an attendance mark if you arrive at tutorial more than ten-minutes late even though you are present for the remainder of the tutorial. Please note that deducted marks for non-attendance can only be appealed by providing official medical or legal documentation. The deadline for such documentation is Monday, December 5, 2016 for the fall term, and Wednesday, April 5, 2017 for the winter term. This documentation must be handed in to 306 Stong by the deadline.

Grading criteria for Participation: Sustained, knowledgeable contributions to discussion over the twenty-two tutorials are worth a maximum of half of the 10%. At the end of the course, your tutorial leaders will determine your mark, based on their judgment of the quality of your overall contribution. Note that your participation mark cannot be argued or appealed.

Preparation for tutorials:

Tutorials are regarded as very much part of the learning process and as an essential ingredient of your degree-level education. Deep understanding comes from being able to talk with ease about ideas, concepts, theories and arguments from the course. Tutorials offer you the chance to learn how to articulate ideas with precision and so develop your understanding of course readings, to learn how to listen carefully to other points of view, and to learn how to think critically and make considered responses. Not only are these skills essential to developing a genuine understanding of the course, but they are essential to being an active and engaged citizen as a practitioner in a kinesiology-related career field. For all these reasons, attendance at tutorial is mandatory. Ensure that you know which section you are in (A or B) and your tutorial number, time, and location (these details are in your registration documentation). Arrive at tutorials punctually.

In order to be able to engage with tutorials effectively and to receive the greatest benefit from them, it is essential that you have read and thought about the assigned weekly reading/s before tutorial. If you come to tutorial without having done the reading, your comments will lack the degree of detail and precision expected and you may have difficulty understanding the concepts and lines of discussion introduced and developed by your peers. Look at your timetable and assign yourself daily reading periods to help ensure that you have time to do the course readings each week before tutorials. If you are struggling with time-management, consult pages 20 to 26 of the *Critical Skills Manual*, which came as part of your KINE1000 course kit. Additional helpful resources for time-management skills are listed on pages 8 and 9. You can also consult relevant modules in Student Papers & Academic Research Kit (SPARK) at <http://www.yorku.ca/spark>

Note: You will NOT be informed of your attendance and participation mark by your tutorial leader. At the end of the course your TL will simply calculate your overall marks for attendance and participation and submit them for processing.

Essay Marking Abbreviations and Symbols

In evaluating and commenting upon your work, Tutorial Leaders may employ some of the following Essay Marking Abbreviations and Symbols:

ab	abbreviation inappropriate or incorrect
ack	acknowledgement of reference for idea/fact is missing or faulty
agr	agreement faulty
apa	APA referencing style is not employed
awk	awkwardness
cap	capitalization needed
cl	clarity lacking
coh	coherence lacking
colloq	colloquial or informal language used
d	diction faulty
dev	development inadequate
evid	evidence is required to support argument
fs	fused or run-on sentence
gr	grammatical error
lc	lower-case letter needed
leg	illegible
log	logic faulty
nsw	no such word
p	punctuation faulty
¶	paragraph needed
q	quotation or quotation marks mishandled
red	redundancy
sp	spelling error
ss	sentence structure or sense faulty
tr	transition weak
var	variety lacking
vb	verb form wrong
ww	wrong word

SAMPLE TITLE PAGE for ASSIGNMENTS #1:

Descriptive Title of your work

Your name

Your student number

Section A or B

Tutorial leader's name

Tutorial number

Assignment Type:

Date: (the assignment due date)

2016-2017 KINE1000 6.0 Socio-cultural Perspectives in Kinesiology
York University

The Title of your Assignment

By

Your Name

Full date
(the assignment due date)

Your student number
Section A or B
Tutorial leader's name
Tutorial number
Assignment: