



The University of Texas at El Paso
 College of Health Sciences
 Department of Kinesiology
Course: KIN 5372; Advanced Exercise Physiology
Fall 2020



INSTRUCTOR: Sudip Bajpeyi, PhD
CLASS TIME: Monday 3:30 PM – 6:20PM MST (Online)
OFFICE HOURS: Email to make an appointment
 Sudip Bajpeyi, PhD; (HSSN 445); 915-747-5461;
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COURSE DESCRIPTION:

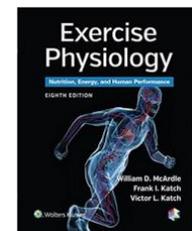
This course provides a understanding of physiological adaptations to acute and chronic exercise training and nutrition. Particular attention will be given to energy metabolism, skeletal muscle and endocrine physiology. These theoretical framework will be applied to explore areas such as athletic performance, weight management, metabolic diseases, aging etc. throughout the semester.

COURSE OBJECTIVES:

Upon completion of this course, the student should be able to

1. demonstrate an understanding of theoretical aspects of nutrition, energy metabolism, metabolic diseases
2. demonstrate an understanding of acute and chronic effects of exercise on performance and metabolic health
3. do meaningful literature search, review existing scientific evidence, read and interpret scientific research articles and demonstrate making meaningful conclusions on topic relevant to exercise physiology
4. demonstrate skills in professional presentation of scientific evidence
5. demonstrate skills in scientific writing

COURSE TEXT: McArdle, WD, FI Katch, and VL Katch. Exercise Physiology: Energy, Nutrition, and Human Performance. Philadelphia: Lea & Febiger. Eighth Edition.



EVALUATION OF STUDENTS

Quizzes	25%
Exam #1	15%
Exam #2	15%
Research Assignment	45%
➤ <i>Presentation (15%)</i>	
➤ <i>Literature Review Summary Table (05%)</i>	
➤ <i>Paper (15%)</i>	
➤ <i>Peer Critique (10%)</i>	

GRADING SCALE

A = 90-100%
B = 80-89.9%
C = 70-79.9%
D = 60-69.9%
F = below 60%

QUIZZES AND EXAMS

You will be tested throughout the semester on the materials presented in the form of reading assignment, lectures, journal articles, resources shared with you on blackboard, student presentations and discussions in class sessions. Each student **MUST** complete each assessment before the deadline. All study materials and assignment will be posted ahead of time. Students are strongly recommended to complete the assessment at least a day ahead of deadline to accommodate any unforeseen challenges with internet, technology etc. Students will not be allowed to make-up a missed assessment without **prior** arrangement made in case of emergency. Please see the blackboard for specific schedule for the quizzes and exams. Deadlines for **all quizzes and exams are posted in blackboard and will require using Respondus Lockdown Browser. Exams are scheduled to be taken during the scheduled class time. See Course Calendar.**

INSTRUCTIONS FOR RESEARCH PRESENTATION (150 points)

Each student will give a presentation lasting a minimum of 30-minutes on the topic chosen. All students are expected to participate in discussion and give feedback after the presentation. Your presentation should include **at least 12 key original articles** relevant to your topic (you are expected to do a thorough literature search). The goal of your presentation is to discuss relevant original articles to make evidence based summary/conclusion. You are responsible for creating your presentation. Presentations should include the following:

1. **Introduction and Rationale:** General overview about the topic, relevant background information, and terminologies. Relevant body of scientific literature should lead to the research question (and sub questions you may synthesize). You will be evaluated for your ability to clearly communicate the abovementioned leading to formation of research questions in a logical/rational manner **(20 points)**
2. **Review of literature and ability to present in an organized sequence:** You will primarily discuss the data from original scientific articles to answer your research question(s). In addition to be able to clearly present the data from the article you have chosen, you will be evaluated for your critical thinking ability, ability to develop research questions (sub-questions) in a logical manner and answer them through a thorough literature review. Presentation of the data should be done in an organized meaningful sequence to clearly answer the research questions rather than presentation of each study in a discrete manner. Presenter(s) are welcome to discuss study design and methods briefly when relevant – but emphasis should be given to demonstration of your thorough understanding about the topic and critical thinking ability. Please make sure that your presentation is based on using scientific sources of evidence. Your ability to clearly present scientific data without subjective interpretation. Be able to clearly discuss data from tables/figures directly from the articles without any modifications. **(60 points)**
3. **Summary/Conclusion:** Your summary/conclusion should be based on the scientific data you have presented. You will be evaluated for your ability to make rational conclusion (or lack of) that can be drawn directly from the data you have presented. Critique any methods/results to validate your position on this topic. You are also expected to communicate the practical implications from the conclusion you made. **(20 points)**
4. **Relevance** of the materials chosen: You are expected to choose your articles

carefully to demonstrate your ability to do a thorough literature search and present the most relevant materials to the class. **(10 points)**

5. **Audiovisual materials/Slides:** Clarity and appropriate use of figures, tables, references etc. **(10 points)**
6. **Ability to answer questions:** Your ability to communicate with your audience throughout and after your presentation. A thorough understanding in your topic is expected **(10 points)**
7. **Learning Objectives/Test Question quality and on time submission (*due two days before your scheduled presentation*):** You will be required to prepare at least 10 questions from your chosen topic for the class. Your test questions should be in line with overall learning outcome of your topic/presentation. You will be graded for the quality of your test questions (and answer key), whether you submitted those questions before deadline and whether you were able to clearly indicate the answer of those questions during presentations. You are strongly advised to start preparing learning objective questions from the beginning of the semester to ensure the quality of each learning objectives/questions (you may also receive feedback from peers/instructor if you do so). Putting together this section a week before the presentation is discouraged **(20 points)**

LITERATURE SUMMARY TABLE (50 points)

Your literature summary table should clearly communicate the main study finding from each research article and serve as a guide to the students to easily understand the main points of each article. Students are encouraged to get started with the table from the time that they start reading the articles. Completion of this assignment just week before the deadline is highly discouraged as this table requires close attention to details and successful completion of this table will help students think critically about their presentation and paper. After you submit a basic summary table, you are welcome to edit it further as you see fit until the deadline (*due two days before your scheduled presentation*). No modification of the table will be allowed after the deadline.

RESEARCH PAPER

The research paper will test your ability to gather pertinent information about a topic of your choice (relevant to course description) and then express your interpretation on paper. All papers must be typed, single-spaced using either times new roman 12pt or Arial 11pt font. The paper should follow the format of a systematic review. Some examples will be shared with students and students. Your paper should contain a title page, background information leading to the research question, a brief statement of your position on the topic, a thorough review of the literature distinguishing findings that support and/or refutes your hypothesis (depending on topic), conclusions drawn from the evidenced discussed in literature review and the literature summary table, and bibliography. Recommended length for the paper is 8-10 pages of text (not including cover page, tables, figures, and references - attach the literature summary table as appendix). You are encouraged to focus on concise scientific writing following the format of published review articles (will be further discussed when you submit your writing samples). The paper should be structured in a clear and logical format using headings and subheadings to separate subject matter. You are required to use a **minimum of 12 scientific original journal articles** (Primary Sources) directly related

to your topic. Additionally, all general information included in the paper (e.g. general introductory statements, discussions etc.) should be referred as appropriate in any systematic reviews (please review the examples provided). ALL references must be properly cited in the text and in the references section. References should be formatted according to the style outlined by the American Psychological Association (APA) or relevant journals such as Diabetes, JCEM etc. Working on references section manually is highly discouraged. **Using a Refworks or Endnote is acceptable and highly recommended** (please review library guide to learn how to use Refworks). Check course outline for deadlines on paper presentation and submission. This paper should be an original work and **MUST NOT** overlap or replicate any other papers or assignments from other courses or work you have already been doing. **RESEARCH PAPERS WILL NOT BE ACCEPTED AFTER THE DUE DATES.**

Early submission of the draft of research paper for feedback (optional) – Due **~2 weeks** before the final draft submission deadline. A draft of research paper submission is encouraged from students in order to help with meaningful feedback from peer and instructor that should be incorporated in final version of your research paper. Early submission draft requires to have all the sections/component of the paper. If you decide to take advantage of this, please email your paper to the Professor 2 weeks before the research paper submission deadline.

Rubric For Research Paper (150 points)

Research paper should follow the general structure of a review article. Few examples of the review articles will be shared as example.

- 1. Introduction** – Relevant background information leading to the purpose of the research question/topic. You should discuss the basic relevant concepts. You are required to cite relevant scientific literature (not the textbook theories) **(20 points)**
- 2. Review of Literature (70 points) and making rational, evidence-based conclusions (30 points)** – *(Please Note: Depending on the writing style you choose to follow you can incorporate both of these components together in your writing or keep these sections separated. For most papers, summary/conclusions of the sub topics are done immediately after discussing the literature pertinent to a sub-topic (see examples on blackboard))*

Review of Literature: You will be evaluated for your ability to review the literature relevant to your research question. Depending on the topic you have chosen and sub topics you have synthesized, you are required to discuss relevant data from original research articles in a logical manner leading to a better understanding of the research topic/question. You will be evaluated for your ability to thoroughly discuss the literature, critically analyze the literature to make clear evidence-based conclusions. You are strongly encouraged to organize your paper with relevant sub-headers to focus on answering specific questions and make logical conclusion(s) leading to answering the main research question. This section should not be written in a sequential discussion from each paper you have selected. **(70 points)**

Ability to make rational evidence-based conclusions – You will be evaluated for your ability to summarize the data you discussed to make a logical conclusion. You

should discuss the reasons you take a position in certain direction. For example, if your literature search reveals contradictory results on a certain topic, you should discuss why you are supporting/opposing/cannot make a decision based on the literature you have reviewed. You will be evaluated for your critical thinking and ability to write in a logical manner to establish your argument in support of/against the scientific question you are addressing. You are strongly encouraged to follow the structure of the review papers shared as examples **(30 points)**.

- 3. Overall conclusion/practical implications:** Based on the literature and your critique on presented literature, make overall conclusion and briefly discuss the practical implication in clear, easy to understand language (big picture) **(15 points)**
- 4. Relevance of references** - Rather than the number of articles cited, grading will focus on relevance, accuracy, format and thoroughness of referencing **(15 points)**

Instructions For Peer Critique (100 points)

Each student will critique a research paper, submitted by your fellow classmate. You are expected to grade the paper following the same rubric that will be used to grade the presentation by the instructor. *Critique is **due within a week of research paper submission** (you are expected to work on the early submission draft of the paper depending on whether the student submits a draft early)*. Your grade for critique will be based on your ability to grade the paper following the provided rubric, your thoroughness supporting your grade and constructive criticism/feedback relevant to the paper.

Grading: Scores for each quiz will be posted on blackboard. Total quiz grade will be calculated as a percentage of total assessment score possible throughout the semester. Each exam scores will be converted to a percentage as well. Final grade will be calculated to reflect the weights of each component of evaluations as indicated in "Evaluation of Students" section (Page 1).

COURSE REQUIREMENT AND POLICIES:

This course focuses on advanced concepts of exercise physiology. The level of presentation of this course necessitates a current understanding of the physiological concepts presented in other courses. You are **expected** to have a basic understanding of exercise physiology and to have reviewed outside material **before** lecture to enhance your comprehension of these concepts. For each hour spent in class, expect to spend **a minimum of three hours** reading and reviewing your course materials.

- Students are required to **check the Blackboard site and emails for the course on a daily basis** for announcements and assignments.
- Students are required to check their emails daily. Student must use their UTEP email ID, put their full name, course name and be professional over email. Emails without these information will not be acknowledged.
- Take all quizzes at designated times. There will be no make-up quizzes. For the following documented circumstances, please contact your Professor: 1) illness/hospitalization; 2) death of family member; 3) official university business; 4) legal matter.

- Review of grades and any discrepancies/mistakes in grades can be done within a week from the grade posted. After the one-week period, assignments cannot be reviewed.
- **Electronic Devices:** If you are using cell phones, computers, &/or other electronic devices for purposes that are not directly related to meeting the learning objectives of this course, then it will be considered as disruptive behavior. Personal calls, texts, &/or emails should be completed outside of class time.
- The course material posted are subject to the copyright law of the United States (Title 17 U.S. Code) and is for the use of students in KIN 3325 only. Further reproduction or distribution is prohibited.
- There will be reasonable flexibility with online learning environment. However, students are expected to be sitting or standing upright during class – as opposed to lying down. Lying down would not be acceptable in a face-to-face classroom. Additionally, your cameras are expected to be turned on so that we may maximize our engagement with each other; Having your camera on will be considered to be a component of active participation. Mute your microphone when you are not contributing to the discussion in the virtual classroom to avoid being unnecessarily disruptive. If you must “leave” briefly (eg, to go to the toilet), then please use the relevant online symbol to indicate to me that you have “stepped out” or send me a private message in the Chat box.
- **Late or Missed Assignments and Assessments Policy:** There will be no make-up quiz/exam for missed deadlines unless it is for an excused reason (eg, documented medical emergency). Assignments submitted after deadline will result in ZERO credit.
- Students are expected to be familiar with and adhere to the UTEP Handbook of Operating Procedures.

Failure to follow any of these rules may result deduction of points and/or in disciplinary action, including an instructor-initiated drop from the course.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web. You may use any of the primary Web browsers—Explorer, Google Chrome, Firefox, Safari, etc. When having technical difficulties, try switching to another browser.

You will need to have or have access to a functional computer/laptop. Check that your computer hardware and software are up-to-date and able to access all parts of the course. **If you encounter technical difficulties of any kind, contact the [Help Desk](#).**

NETIQUETTE

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.

- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a Face to face situation.
- A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Students are responsible for treating others with courtesy and respect and should promote group cohesion in an effort to create a safe learning environment.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

ACCOMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

BLACKBOARD SESSIONS

This class requires that you are available to meet virtually (with a webcam and microphone) during the scheduled class time. Although most of the course will be delivered online, there will be occasional sessions when students are expected to attend the sessions. The meeting schedule will be posted on blackboard. The purpose of these sessions are for you to view live demonstrations of the course material, having an opportunity to ask questions, and engage in discussions with your classmates.

Recording of blackboard session by students are not allowed in any format (using phone or screen captures). All sessions will be recorded by the Professor and posted on blackboard when appropriate.

TITLE IX STATEMENT

The University of Texas at El Paso is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of

the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in any federally funded educational programs or activities. Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination including sexual misconduct, sexual harassment, and acts of sexual violence. Sexual violence may include rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. Title IX prohibits institutions from excluding, separating, denying benefits, or otherwise treating individuals differently on the basis of sex. Sex based discrimination is prohibited at UTEP both by law and by University and UT System policies.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Deadlines for all the assignment will be posted on blackboard. All study materials and assessment will be posted ahead of time. Students are strongly recommended to complete the assessment at least a day ahead of deadline to accommodate any unforeseen challenges with internet, technology etc. Students will not be allowed to make-up a missed assessment without **prior** arrangement made in case of emergency.

COVID-19 ACCOMODATIONS

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your

fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

TEST PROCTORING SOFTWARE

Quizzes and Exams will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- The assessments will only be available at the times identified on the course calendar.
- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- You have one attempt to take the test. Once the window closes, your answers will be saved, and no changes can be made.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COVID-19 PRECAUTIONS

You must **STAY AT HOME** and **REPORT** if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on

campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

COURSE RESOURCES: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

KIN 5372 - TENTATIVE SCHEDULE *(Subject to change)*

Week	Research Assignment	Reading Assignment and Relevant Content Posted on Blackboard (Quiz & Exam content)
Week 1 08/24	<ul style="list-style-type: none"> ➤ <i>Introduction, goals, and objectives; course requirements.</i> ➤ <i>Scientific literature search; Research topic selection; Begin review of literature</i> ➤ <i>Start Preparing Literature Summary Table</i> 	<p>See Blackboard for specific deadlines for each assignment</p> <ul style="list-style-type: none"> ➤ <i>Carbohydrates, Lipids, & Proteins (Chapter 1)</i>
Week 2 08/31	<ul style="list-style-type: none"> ➤ <i>Finalize research topic (make sure you have enough articles for your topic)</i> <p><i>4 relevant articles due with updated literature summary table,</i></p>	<ul style="list-style-type: none"> ➤ <i>Optimal Nutrition for Exercise (Chapter 3)</i> ➤ <i>Introduction to Energy Transfer (Chapter 5)</i>
09/07	<i>Labor Day – No Class</i>	
Week 3 09/14	<ul style="list-style-type: none"> ➤ <i>Make progress on research paper and presentation</i> <p><i>4 relevant articles due with information included in literature summary table</i></p> <p><i>4 more relevant articles due with updated literature Summary table</i></p>	<ul style="list-style-type: none"> ➤ <i>Energy Transfer in the Body (Chapter 6)</i>
Week 4 09/21	<ul style="list-style-type: none"> ➤ <i>Make progress on research paper and presentation</i> <p><i>4 more relevant articles due with information included in literature summary table</i></p>	<ul style="list-style-type: none"> ➤ <i>Energy Transfer during physical activity (Chapter 7)</i>
Week 5 09/28	<ul style="list-style-type: none"> ➤ <i>Make progress on research paper and presentation</i> <p><i>4 more relevant articles due with information included in literature summary table</i></p> <p><i>Writing sample due (blackboard). This will be distributed with your peers for critique</i></p>	<ul style="list-style-type: none"> ➤ <i>Measurement of Human Energy Expenditure (Chapter 8)</i> ➤ <i>Human Energy Expenditure During Rest and Physical Activity (Chapter 9)</i>
Week 6 10/05	<ul style="list-style-type: none"> ➤ <i>Continue submitting any more relevant articles (as needed) and update literature Summary table; You should have a clear outline of your paper by now</i> <p><i>Make progress on research paper and presentation</i></p> <p><i>er Critique – Bring your laptop/notebook.</i></p>	Exam #1
Week 7 10/12	<ul style="list-style-type: none"> ➤ <i>Writing sample due for peer critique (3 days before Class)</i> <p><i>Peer Critique – Group Discussion</i></p> <p><i>Continue submitting any more relevant articles (as needed) and update literature Summary table; You should have a clear outline of your paper by now</i></p>	<ul style="list-style-type: none"> ➤ <i>Skeletal Muscle: Structure and Function (Chapter 18)</i> ➤ <i>Advanced topic in Exercise Physiology</i>

Week 8 10/19	<ul style="list-style-type: none"> ➤ <i>Use the feedback you have received in previous class significantly improve your paper.</i> ➤ <i>Continue submitting any more relevant articles (as needed) and update literature Summary table; You should have a clear outline of your paper by now</i> 	<ul style="list-style-type: none"> ➤ Body Composition Assessment (Chapter 28) ➤ Advanced topic in Exercise Physiology
Week 9 10/26	<ul style="list-style-type: none"> ➤ <i>Continue making progress on your presentation and paper. You should have a solid draft of your paper at this point.</i> 	<ul style="list-style-type: none"> ➤ Overweight, Obesity, and Weight Control (Chapter 30) ➤ Advanced topic in Exercise Physiology
11/01	<i>Course Drop Deadline</i>	
Week 10 11/02	<ul style="list-style-type: none"> ➤ <i>Continue making progress on your presentation and paper</i> 	Exam #2
Week 11 11/09	<ul style="list-style-type: none"> ➤ (optional) Early submission of research paper draft due. If submitted, it will be sent for peer critique) ➤ <i>Learning Objective Questions Due (Two days before the presentation)</i> 	<ul style="list-style-type: none"> ➤ Advanced topic in Exercise Physiology
11/16	<i>Peer feedback on the near final research paper draft due (if a near final draft was submitted) – Submit via email.</i>	
Week 12 11/16	<ul style="list-style-type: none"> ➤ <i>Student Research Presentation Due</i> ➤ <i>Final week to work on research paper</i> ➤ <i>Review research presentations and prepare peer critique and feedback for group discussion</i> 	
Week 13 11/23	<ul style="list-style-type: none"> ➤ <i>Critique of Research Presentation and Feedback to Presenter – Group Discussion</i> ➤ <i>Peer Critique of Research Paper Due</i> 	
Week 14 11/30	<ul style="list-style-type: none"> ➤ <i>Critique of Research Presentation and Feedback to Presenter – Group Discussion</i> ➤ <i>Peer Critique of Research Paper Due</i> 	
Week 15	TBA	