RAMAPO COLLEGE OF NEW JERSEY
First-Year Seminar
Common Sports Injuries and Sports Medicine Controversies

Course Information
Prerequisites and/or Co-requisites: First-time, first-year student status

Class Meeting Day(s), Time and Room Location:

Instructor Information
Instructor's Name, Title: Dr. Jonathan Gayed, PT, DPT
Office Location & Phone No.:
Office Hours:
E-mail:
Mailbox Location:
School Office Location:
School Office Phone No.:

Common FYS Description
Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College’s academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo’s academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: critical and creative thinking, college-level writing, oral communication, information literacy, and technological competency. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

Course Description
This is a course intended for science majors, those on a pre-healthcare track, and/or interested in medical sciences. The aim of this course is to provide an introductory overview of common sports and work
related injuries including underlying biomechanical pathologies, prevalent mechanisms of injury, and predisposing risk factors. This course will address basic diagnoses in relation to the structure of the human body and physiological responses, along with research supporting treatment interventions and preventative measures including exercise and training methods. Students will get a brief understanding of evidence based practice by researching a condition, procedure, or treatment of choice and providing medical research to back findings. Class discussions will revolve on relevant topics in sports medicine and healthcare in general. Students will write a persuasive essay covering a controversial topic in healthcare of the student’s choosing. Students will give a brief presentation covering their persuasive topic. Students will also see a live, in-class assessment of an athlete and review objective measures that may pre-dispose an athlete to common injuries such as an anterior cruciate ligament (ACL) tear. All students will participate in in-class discussions debating relevant topics such as concussions and roles of coaches/parent/players in sport, effects of early specialization on children, and pitch counts as related to the health of an adolescent throwing athlete.

Course Goals
Students will learn the fundamental aspects of sports related and overuse injuries and will apply them to common social issues in community and all levels of sport. Students will also debate the pros and cons of our healthcare system and formulate a paradigm of their own. Students will collectively debate prevalent controversies in healthcare.

Measurable Student Learning Outcomes

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Research Paper</th>
<th>Class discussions and essays</th>
<th>Final Project</th>
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<tbody>
<tr>
<td>demonstrate the ability to think critically and creatively</td>
<td>x</td>
<td>x</td>
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<tr>
<td>demonstrate proficiency in written communication</td>
<td>x</td>
<td>x</td>
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<tr>
<td>demonstrate proficiency in oral communication</td>
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<td>x</td>
<td>x</td>
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<tr>
<td>demonstrate information literacy</td>
<td>x</td>
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Peer Facilitators
As an added resource for first-year students, each section of First-Year Seminar (FYS) will have a peer facilitator. These upper-level students will attend FYS classes and assist the instructor with the academic topics covered in this seminar. They will serve as discussion leaders on issues that pertain to your personal and social development and they will facilitate weekly discussions on the class readings. Your peer facilitator will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo.

First-Year Academic Advising
Each First-Year Seminar course is assigned a professional Academic Advisor from the Center for Student Success who serves as your Academic Advisor during your first year. This advisor will attend your First-
Year Seminar class for a group advisement session to review general academic advising policies and procedures. They will also be available to answer any general questions regarding college policies/practices. Students are encouraged to schedule individual appointments with their Student Success Advisor for assistance with course selection and the development of a personal academic plan. If you have any questions regarding Academic Advisement please call CAAFYE at (201) 684-7441 or via email at: success@ramapo.edu

**Texts, Readings, Materials**


**Course Requirements**

*Classroom Participation* – It is expected that students will read assigned materials and participate in class discussions. This is vital to a successful grade in this course.

*Writing Assignments* – This course is writing and research intensive intended to build these skills in first-year students. All students will complete an essay (500 – 750 words) on the summer reading assigned. Students will also complete 3 research paper assignments throughout the course. The first research paper will be on one injury of choice outlining the condition, common mechanism of injury, pre-exposing factors, as well as common treatment options (3-4 pages). The second paper will cover the landscape of healthcare. Students will be asked to write a 3-4 page paper discussing changes they would make to our current healthcare system. A final persuasive paper will be completed on a relevant controversy in healthcare relating to or not relating to sport as chosen by the student. Students will have the opportunity to hand in rough drafts of papers for feedback to improve on writing/research skills.

*Examinations, Laboratory/Studio, Library Research* – Students will have one dedicated class period in the library to complete research on persuasive essay. There will be one final cumulative examination.

**General Education Program Course**

This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences.

This course fulfills interdisciplinary studies.

**Writing Intensive (WI) Course**

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom,
please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: L-211, x7557, crw@ramapo.edu.

**Weekly Class Schedule**

For each class meeting, indicate date, topic, and required readings and assignments. Indicate due dates for papers, assignments, quizzes, and exams where possible. With as much detail as possible, a syllabus will provide students with a sense of the course’s structure and sequence so that they can perceive a relationship between the goals of the course and the topics of materials to be covered. The calendar should include notice of when exams are to be given, or are due, or conferences to be held. The calendar should also include important deadlines such as add/drop, withdrawal, and incomplete requests. The ARC reminds faculty that tests/quizzes may not be scheduled on days of religious observances, as posted on the Academic Calendar. Web for Faculty is updated prior to the start of semester to show the Final Exam schedule for the upcoming semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class topic, reading assignment</th>
<th>Exam/assignment/paper due date</th>
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<tbody>
<tr>
<td>September 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Opening Convocation, Phil Klay, author of <em>Redeployment</em></td>
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<tr>
<td>Week 1</td>
<td>Discussion on the summer read</td>
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<td>Week 2</td>
<td>Common head and neck Injuries</td>
<td>Summer read essay</td>
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<tr>
<td>Week 3</td>
<td>Common shoulder Injuries</td>
<td>Pick injury topic for research paper</td>
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<td>Week 4</td>
<td>Common elbow, wrist, and hand injuries (Friday Peer hour)</td>
<td>Persuasive research topic picked</td>
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<td>Week 5</td>
<td>Common injuries of the trunk (Friday Academic Advisement)</td>
<td>Injury research paper due</td>
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<tr>
<td>Week 6</td>
<td>Common injuries of the back and hip (Friday peer hour)</td>
<td>TBD</td>
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<tr>
<td>Week 7</td>
<td>Library research workshop: research topics</td>
<td>TBD</td>
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<tr>
<td>Week 8</td>
<td>Common injuries of the knee</td>
<td>Hand in healthcare reform paper</td>
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<tr>
<td>Week 9</td>
<td>Common injuries of the foot and ankle</td>
<td>TBD</td>
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<tr>
<td>Week 10</td>
<td>Discussion on Pain (Friday peer hour)</td>
<td>Hand in rough draft of persuasive research paper</td>
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<td>Week 11</td>
<td>Oral presentations on research paper</td>
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<td>Week 12</td>
<td><strong>Thanksgiving recess</strong> (Wednesday, November 25&lt;sup&gt;th&lt;/sup&gt; to Saturday, November 29&lt;sup&gt;th&lt;/sup&gt;)</td>
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<tr>
<td>Week 13</td>
<td>Oral presentations on research paper</td>
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Week 14  | Discussion on pain killer abuse in sports  | Pain killer abuse essay to be read before class
Week 15  | Discussion on early specialization         | Hand in final persuasive research paper
Final Exam | Final Examination                          |  

**Important Dates**
First Day of Classes: September 2\textsuperscript{nd}

Last day for Schedule Adjustments (on the Web): September 9\textsuperscript{th}

Last day to withdraw from courses with “W” grade: November 13\textsuperscript{th}

Thanksgiving Recess: Nov 25\textsuperscript{th} – 29\textsuperscript{th}

Reading Day (no classes): December 15\textsuperscript{th}

Final Exam Week: December 16\textsuperscript{th} – 22\textsuperscript{nd}

Common Finals: December 19\textsuperscript{th}

Last day to request “I” grades: December 22\textsuperscript{nd}

Final Exam Snow Make-Up Day: December 23\textsuperscript{rd}

**Grading Policy**
- Grading breakdown:
  - Class participation/attendance = 20\%
  - Essay on summer reading = 10\%
  - First paper on an injury = 15\%
  - Second paper on healthcare system = 15\%
  - Oral presentation of persuasive paper = 5\%
  - Final persuasive paper = 20\%
  - Final exam = 15\%
- Any late assignments will lose 10% each day. No assignment will be accepted beyond 2 days late.

**Attendance Policy**
Students are to notify the instructor of any absences. Any unexcused absences will take away from the 20% of the grade allocated for class participation/attendance. College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

**Electronic Forms of Communication**
In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

**Students with Disabilities**
If you need course adaptation or accommodations because of a disability that has been documented with
the Office of Specialized Services, please make an appointment with me.

Please note: Students must be registered with the Office of Specialized Services (OSS) to receive
accommodations. As you develop or revise your course syllabus, consider ways to make your course
material accessible to students with disabilities. For additional information, contact the Office of
Specialized Services (OSS) at x7514 or email at oss@ramapo.edu. Please do not place a time limit on when
students may request accommodation, as they may not be aware of their need until later in the semester.

**Academic Integrity Policy**

All members of the community are expected to be honest and forthright in their academic
endeavors. Since violations of academic integrity erode community confidence and undermine the
pursuit of truth and knowledge at the College, academic dishonesty must be avoided.

**Procedure**

**Responsibilities**

The Office of the Provost has responsibility for the oversight and enforcement of the Academic Integrity
Policy and for making the policy an institutional priority. The Office of the Provost is also responsible for
publishing the policy and for educating both faculty and students about the policy.

Faculty members play a crucial role in the Academic Integrity Policy. They are responsible for educating
their students about the importance of academic integrity and for communicating to students their
expectations with respect to academic integrity in course work. They are also urged to report alleged
violations of the policy to the Vice Provost.

Students have the responsibility to understand the Academic Integrity Policy and to comply with the
policy in their academic work.

**Criteria**

There are four (4) broad forms of academic dishonesty:

1. **Cheating**

   Cheating is an act of deception by which a student misrepresents his or her mastery of material
   on a test or other academic exercise. Examples of cheating include, but are not limited to:

   - copying from another student’s work;
   - allowing another student to copy his/her work;
   - using unauthorized materials such as a textbook, notebook, or electronic devices during
     an examination;
   - using specifically prepared materials, such as notes written on clothing or other
     unauthorized notes, formula lists, etc., during an examination;
   - collaborating with another person during an examination by giving or receiving
     information without authorization from the instructor;
   - taking a test for another person or asking or allowing another to take the student’s own
     test.

2. **Plagiarism**
Plagiarism occurs when a person represents someone else’s words, ideas, phrases, sentences, or data as one’s own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete, accurate, and specific footnote or endnote references; additionally, verbatim statements must be acknowledged through quotation marks. To avoid a charge of plagiarism, a student should be sure to include an acknowledgment of indebtedness:

- whenever he or she quotes another person’s words directly;
- whenever he or she uses another person’s ideas, opinions, or theories, even if they have been completely paraphrased in one’s own words;
- whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing or sharing of ideas);
- whenever he or she uses facts, statistics, or other illustrative material taken from a source, unless the information is common knowledge.

Examples of standard citation formats can be found on the George T. Potter Library Website:

Library Website: Citation Manuals and Style Guides

3. Academic Misconduct

Academic misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class. Examples of academic misconduct include, but are not limited to:

- changing, altering, falsifying, or being the accessory to the changing, altering, or falsifying of a grade report or form, transcript, or other academic record, or entering any computer system or College office or building for that purpose;
- stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or paper or entering any computer system or College office or building for the purpose of obtaining an unadministered test;
- submitting written work (in whole or in significant part) to fulfill the requirements of more than one course without the explicit permission of both instructors;
- disregarding policies governing the use of human subjects or animals in research;
- sabotaging another student’s work through actions designed to prevent the student from successfully completing an assignment;
- knowingly facilitating a violation of the academic integrity policy by another person.

4. Fabrication

Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to:

- citing information not taken from the source indicated;
- citing of sources in a “works cited” that were not used in that project;
- altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations;
o submitting as one’s own any academic work prepared in whole or in part by others, including the use of another’s identity;
o falsifying information or signatures on registration, withdrawal, or other academic forms and records.

Reporting Violations

In order to ensure due process, any member of the community who is aware of a violation of the Academic Integrity Policy is expected to report the incident to the Vice Provost. A faculty member may choose to resolve the incident him/herself or send the case to the Vice Provost for review (see below). In either case, the faculty member reports the incident to the Vice Provost on the reporting form, which serves not only to report the incident but also to record the finding and the sanction in situations in which the faculty member chooses to resolve the case. A faculty member is encouraged to report an alleged violation of academic integrity within 30 days of the discovery of the alleged violation but must do so no later than the last day to submit grades for the term in which the alleged violation occurred. A faculty member may report an incident after that date, but only if he/she has new evidence.

More details on Ramapo College’s academic integrity policy can be found here:

http://www.ramapo.edu/catalog-2015-2016/academic-policies/