# PE 22 - INTRODUCTION TO PHYSICAL EDUCATION REEDLEY COLLEGE

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**Mr. Scott Stark** Spring 2014

**Office**: PE 320C / 638-3596

**Office** **Hours**: TTH 12:00-1:00

**Meeting** **Room**: PHY 76

**Meeting Days:** TTh 2:30-3:45 PM

**E-Mail**: scott.stark@reedleycollege.edu

**DEPARTMENT PHILOSOPHY:** Our department will use a “concepts” approach to health and physical education, answering three (3) questions: Why is health and physical education important to every person? How to practice healthful activities given individual abilities and interests? What are the individual’s real needs for lifetime fitness?

**COURSE DESCRIPTION:** Scope and challenges of the profession of teaching physical education. Historical background, philosophy, objectives, and content of the modern physical education program in schools. Required for all physical education majors.

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## Basic Skills Advisories: Eligibility for ENGL 125 and ENGL 126

**Subject Prerequisites:** none

**REQUIRED TEXT:** Siedentop, van der Mars (2012) *Introduction to Physical Education, Fitness & Sport,* NEW YORK, NY. The McGraw-Hill Publishing Companies, 9th edition

**REQUIRED NOTES:** You must take notes in this class each day! Power Point presentations will outline the material that you will be required to know for all exams.

**ATTENDANCE:** Students are expected to attend all class meetings, be on time, and be in class the entire class session. Calling me to tell me you will be absent **does not** excuse you. **STUDENTS LEAVING CLASS BEFORE THE END OF CLASS WILL BE COUNTED AS BEING ABSENT!** **Three (3) absences** may result in a drop from the course. However, if you decide to drop the course, it is **your** responsibility to make the drop official in the Administrations and Records office or else possibly receive a grade of **F.**

**Behavioral Standards:** Your classmates and I would greatly appreciate that students in the class take care of any personal needs (i.e., using the restroom, getting a drink, sharpening a pencil) before class begins. Please turn your phone off when entering the class. You may not use your phone as a calculator. I would appreciate that you not bring guests to class.

**NOTE:** The drop deadline is **March 14, 2014**

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**TARDIES:** Students are expected to be on time. It is distracting, rude, and unfair to fellow classmates and to the instructor when a student is late. If you are not present when roll is taken you will be counted as absent. There will be occasional in-class assignments given in the first few minutes of class*. You will not be given a chance to make these up if you are tardy!*

**HOMEWORK:** **NO LATE HOMEWORK WILL BE ACCEPTED!** *Note: Being absent the day homework is collected does not entitle you to turn it in late!* No hand-written homework will be accepted.

**MAKEUP ASSIGNMENTS:** In the event you have a planned absence (Jury duty, etc.) I will accept you late work at full value.

**TESTS:** There are no makeup exams for missed tests. **NO EXCEPTIONS!**

**FINAL EXAM:** A two-hour comprehensive Final Exam worth 1 test will be given at the end of the semester during finals week. You are required to take the Final Exam, however the Final Exam will replace your lowest test score. Our final time and date is:

***TUESDAY, MAY 20th, 2:00pm to 3:50pm***

**GRADING:**

* *HOMEWORK*: All of you homework will total 20% of your grade. This includes in-class assignments.
* *TESTS*: All of your tests will total 80% of your grade. This includes the final that takes the place of your lowest (or missed) test.
* Calculate your grade by multiplying total points to date by .9 (A), .8 (B), .7 (C), .6 (D), .5 (F).

**WHERE TO FIND YOUR GRADE:** You can find your scores from Mr. Stark.

 **Percent of Total Points Grade**

* 1. **A**
	2. **B**
	3. **C**
	4. **D**

 **0-59 F**

**SPECIAL NEEDS REQUESTS:** If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

**Academic Dishonesty**

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

**Cheating** is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

**Plagiarism** is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights.

Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on a particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

**Course Objectives**

In the process of completing this course, students will:

1. Apply basic terminology which applies to kinesiology/biomechanics.
2. Identify the various levels of preparation (certification, masters and doctoral) relative to the teaching, coaching and research fields within Physical Education.
3. Describe the impact of WW II on the development of Physical Education as a part of the comprehensive public school system within the United States.
4. Examine the role of sport psychologists within the modern professional sports venue.

**Course Outcomes**

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

A. Summarize a brief history of sport and P.E.

 B. Differentiate the various systems employed during the early evolution of Physical Education.

 C. Distinguish a variety of sub-disciplines within the Physical Education field.

 D. Assess the current status of Physical Education as an applied science and draw conclusions about the future of the discipline within the academic setting.

**COURSE CONTENT OUTLINE:**

1. **Lifespan Sport (Chp 1)**

 1. Early Years

 2. Youth Sports

 3. Young Adulthood

 4. Master Level Sports

1. **History of Physical Education (Chp 2)**

 1. Ancient History

 2. Birth of a Profession (1885)

 3. Battle of the Systems

 4. Emergence of Organized Sport

 5. WW I

 6. WW II

1. **Scholarly Study of Sport and Fitness (Chp 5, 13)**

 1. Exercise Physiology

 2. Kinesiology/Biomechanics

 3. Motor Behavior

 4. Sport Sociology

 5. Sport Psychology

1. **Basic Concepts of Sport**

 **(Chp 4, 7)**

 1. Sport as a Natural Religion

 2. Leisure, Play and Sport

 3. The Institutionalization of Sport

 4. Sport Ethics

1. **Problems and Issues in Sport**

 **(Chp 6, 9, 12)**

 1. Cooperation and Competition

 2. Youth Sport

 3. School Sport Programs

 4. Intercollegiate Sport Programs

 5. Equity in Sport

1. **Sport, Fitness and Physical Education in the Twenty-First Century (Chp 3)**

 1. Meeting the Public Health Challenge

 2. New Younger Populations

 3. Equity in Sport, Fitness and Physical Education

 4. Toward an Expanded Physical Education

 5. Toward an Inclusive Rather Than Exclusive Sport Culture

## Important Dates:

January 13 Semester Begins

January 20 Martin Luther King Holiday

February 14 Lincoln’s Holiday

February 17 Washington’s Holiday

March 14 Last day to drop

April 14-17 Spring Break

May 20 Final Exam