

**Reedley College**  
**Kinesiology 22 Spring 2021 Course Syllabus**

**Course Title:** Introduction to Physical Education

**Instructor:** Jessica Schendel

**Course Number:** Kines 22

**Office:** 416 (Fowler High Campus)

**Office Hours:** Email or By Appointment

**Email:** [jessica.schendel@fowler.k12.ca.us](mailto:jessica.schendel@fowler.k12.ca.us)

**Required Text:** Walton-Fisette, J. L., & Wuest, D. A. (2021). *Foundations of physical education, exercise science, and sport* (Twentieth ed.). New York, NY: McGraw-Hill Education.

**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. This course transfers to both CSU and UC schools.

**Course Objectives**

In the process of completing this course, students will:

- A. Apply basic terminology which applies to kinesiology and biomechanics.
- B. Identify the various levels of preparation (certification, masters, and doctoral) relative to the teaching, coaching, and research fields within Physical Education.
- C. Describe the impact of World War II on the development of Physical Education as a part of the comprehensive public school system within the United States.
- D. 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 Physical Education.
- 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

<p><b>Part 1</b> Nature and Scope of Physical Education, Exercise Science, and Sport</p> <ol style="list-style-type: none"><li>1. Meaning and Scope</li><li>2. Philosophy, Goals, and Objectives</li><li>3. Health and Physical Activity in Our Society</li></ol> <p><b>Part 2</b> Foundations of Physical Education, Exercise Science, and Sport</p> <ol style="list-style-type: none"><li>4. Historical Foundations</li><li>5. Motor Behavior</li><li>6. Biomechanical Foundations</li><li>7. Exercise Physiology and Fitness</li><li>8. Sociological Foundations</li><li>9. Sport and Physical Activity Psychology</li><li>10. Physical Education Pedagogy</li></ol>	<p><b>Part 3</b> Careers and Professional Considerations</p> <ol style="list-style-type: none"><li>11. Career and Professional Development</li><li>12. Teaching and Coaching Careers</li><li>13. Fitness and Health-Related Careers</li><li>14. Sport Careers</li></ol> <p><b>Part 4</b> Future Professionals as Leaders and Advocates</p> <ol style="list-style-type: none"><li>15. Future Professionals as leaders and Advocates</li></ol>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Methods of Evaluation:

1. Participation / Weekly Classroom Discussion Question Responses
2. Weekly Assignments
3. Chapter Review Quizzes
4. Final Exam

### Classroom Participation Policy

Participation in this class is very important. The weekly participation requirements are listed below. Please message me if you have any questions.

- Each week you are expected to participate in a minimum of six (6) times in the class Discussion Forum.
- Respond to each of the weekly discussion questions with responses of at least 150 - 200 words.
- For each DQ you then will respond to a comment made by a classmate and this should be in the range of 100 - 150 words.

Common Participation Questions	Instructor Responses
How many times a week do I have to participate to get full credit?	6
Do I have to respond to all of the discussion questions?	Yes! The point is to create dialogue and to make sure that you are reading and retaining the material and connecting the information to your personal lives. <i>These responses should be between 150 - 300 words.</i>
How do I make sure I get full credit for my discussion participation?	*Respond to each of the 2 discussion questions, then read 2 classmates' comments and respond to their contribution to the week's DQ.
When is the online work week?	Monday to Sunday
Can I make up discussion questions responses after the week is over?	No! <b>Discussion question responses and quizzes can't be made up.</b>

Participation is a required part of your grade. Please note that both quantity and quality are important considerations when it comes to participation. A message that says simply, "I agree," for example, would not constitute participation because it does not add anything of substance to the discussion.

In order to earn full participation points, you must add something of substance to the discussion. Adding something of substance would consist of new ideas, your perspectives, pointed follow-up questions, responses to discussion questions, or connecting information from the book or internet. You will find it is much easier to keep up if you are logging in to Canvas and participating regularly.

#### SPECIFIC EXPECTATIONS FOR DISCUSSION QUESTION RESPONSES

Weekly discussion question (DQ) responses should be **at least 150 to 300 words**. Responses to your classmates should be in the range of **100 or more words**.

Unlike your formal written assignments, I do not require that your discussion question responses adhere to specific formatting requirements. However, please make sure to proofread carefully! I will evaluate your grammar spelling, and punctuation.

*\*I expect your discussion question responses to reflect critical thought. Whenever possible, please try to relate the course content to real-world applications from your personal or professional experiences.*

## **Weekly Assignments**

Each week I will post assignments that will be due at the end of that week (Sunday night at 11:59). Late assignments will carry a 10%-point deduction.

## **Chapter Review Quizzes**

Quizzes and Tests **cannot be made up!** Quizzes must be taken in one sitting. Please make sure that you allow yourself enough time to start and complete the quiz and use a reliable internet service so that there is no interruption.

## **Final Exam**

The final exam will be given during week the last week of this class and will cover a variety of chapters. A final study guide will be handed out with the chapters covered and information needed to be successful. The final exam will be worth 100 points.

## **Grading Scale:**

<b>Percentage %</b>	<b>Grade</b>
90 or above	A
80-90	B
70-79	C
60-69	D
59 or Below	F

## **Academic Honesty**

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on the basic concepts of honesty and integrity. Students who are caught cheating or plagiarizing will be reported to the Dean's office and will receive a severe punishment for their conduct.

## **Accommodation Statement:**

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.

**Plagiarism:**

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.

**Drop Policy:**

You are responsible for dropping yourself from this course before the drop deadline if you can't meet the course expectations. Please communicate with me if you are experiencing any hardships that may affect your participation or turning in of assignments.

***\*This syllabus is subject to change at any time throughout the semester.***