

# PHED 1301.Y01 – Foundations of Kinesiology

## Spring, 2019 Syllabus – Wednesday @ 11:25

INSTRUCTOR:	Patty Donaldson
OFFICE HOURS:	Monday: 10:00 – 11:00 & 2:00p – 3:00p Wednesday: 2:00 – 3:00 Tuesday/Thursday: 10:00a – 11:00a Friday by appointment
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COURSE DESCRIPTION:	This course acquaints the students with the basic principles, objectives, and scope of kinesiology early in his/her training. It is intended to further orient the student by familiarizing students with the history of movement, sports and physical education, recent developments, current research, and potential career paths. 3 lecture hours each week.
CREDIT HOURS:	Three credit hours. <b>This course does not satisfy the 2 hours needed for activities course credit.</b>
PREREQUISITES:	None
AUDIENCE:	Freshmen and Sophomores
TEXTBOOK:	<i>Introduction to Kinesiology, 5<sup>th</sup> ed.</i> Shirl Hoffman and Duane V. Knudson, Editors
ADDITIONAL MATERIALS:	Current publications and/or Internet sites.

**COURSE CONTENT:** This course is designed to introduce the student to kinesiology. The purpose is to provide students with an introduction to human movement that includes the historical development of physical education, exercise science, and sport. This course offers the student both an introduction to the knowledge base, as well as, information on expanding career opportunities.

### STUDENT LEARNING OUTCOMES:

- To understand the nature and scope of kinesiology.
- To understand the relationship of kinesiology to health, recreation, the teaching profession, and professional organizations.
- Distinguish between and identify terminology and research within the sub-disciplines in the field of Kinesiology and their application to diverse careers.
- Summarize the historical and philosophical approaches to physical activity, physical education, exercise science and sport.
- Identify the characteristics of a physically educated person and the importance of assessment and advocacy in physical education, exercise science, and sport.
- Discuss how the changing nature of education and technological advances may influence physical education, exercise science, and sport in the future.
- Identify major professional organizations, foundations, and associations supporting physical activity at local, state, national and international levels as well as data tools and resources.

### ASSESSMENT OF CORE OBJECTIVES:

- Critical Thinking (Inquiry, Synthesis, Analysis, & Results) will be directly assessed through relevant questions on a pre-course quiz.
- Communication (Organization, Quality of Sources, & Communication Skills) skills will be directly assessed through relevant questions on a pre-course quiz.
- Empirical and Quantitative Skills (Representation, Calculation, Interpretation, & Application/Analysis) will be directly assessed through relevant questions on a pre-course quiz.
- Social Responsibility (Intercultural Competence, Civic Responsibility, and Community Engagement) will be directly assessed through relevant questions on a pre-course quiz.

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### ASSIGNMENTS:

- Blackboard (40%): 4-5 discussion assignments, 1-2 written assignments, and 13-14 quizzes
- Classroom (60%): 2 verbal presentations, 1 fitness test, 3 in-class exams
- Extra Credit: community service opportunities with spring field days at local elementary schools

### POLICIES:

- Children and guests are not allowed in the classroom.
- Students are expected to be present, attentive, and remain in class during the scheduled time. It is the responsibility of the student to attend all classes and a record of attendance will be kept. It is the responsibility of the student to withdraw officially in the College admissions and registrar's office from a class the student no longer desires to attend. Students *may* be dropped for non-attendance. All missed assignments, tests, and work will result in a "0" grade and will be averaged into your cumulative grade.
- Any behavior that would disrupt classroom discussion or instruction (e.g. satellite conversation with neighbor) will not be tolerated and the student will be asked to leave the classroom and **must meet with the instructor before re-admittance back into the class**. Student will lose daily participation grade or any assignment for that day and any subsequent absences as a result.
- Cell phones are to be turned off during all class times and in your backpack/bag, unless otherwise directed.
- Assignments are due on specific dates as scheduled and may not be made up except for excused absences (or pre-arranged). Excused absence assignments must be submitted prior to date of absence.
- Tests will not be made up. The final exam grade may be used to replace one missed test. Missed tests will show a grade of 0 until the final exam has been taken.
- Students are required to bring all needed supplies (book, highlighter, pen/pencil, notes, scantron).
- No eating, drinking (except for bottled water), or use of ANY tobacco products in the classroom.
- Registration with RAVE for emergency notifications including weather-related is automatic. If you do not wish to receive text messages regarding campus emergencies, you must opt-out. Go to [www.getrave.com](http://www.getrave.com) for further instructions.
- Educational Accommodations – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you may fill out the Educational Accommodations application within your AC Portal, under the "Student Services" tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process you can visit the Office of Student Success and Inclusion in the Student Center (Room 200) or email [access@angelina.edu](mailto:access@angelina.edu). To report any complaints related to accommodations, you should contact Annie Allen, Director of Student Success & Inclusion, in Room 200 of the Student Center. You may also contact Ms. Allen by calling (936) 633-4509 or by emailing [aallen@anglina.edu](mailto:aallen@anglina.edu). To report discrimination of any type, contact Steve Hudman, Dean of Student Affairs, at (936) 633-5292 or [shudman@angelina.edu](mailto:shudman@angelina.edu).

EVALUATION: The grade will be derived from the following:

- 20% - Blackboard Communication: Discussion and Written BB assignments
- 20% - Blackboard quizzes (lowest dropped automatically)
- 30% - Classroom assignments: 2 verbal presentations with PowerPoint & Fitness Test
- 30% - 3 In-class Exams

A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=below 59%

\*SYLLABUS IS SUBJECT TO INSTRUCTOR MODIFICATION.

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<b>Week</b>	<b>Date</b>	<b>Classroom</b>	<b>Blackboard</b>	<b>Due Date (@ noon)</b>
1	1/16	Introductions: peruse syllabus	<b>Discussion #1: Autobiography</b>	1/21
2	1/23	Chapter 1: Intro to Kinesiology	Quiz #1	1/28
3	1/30	Chapters 2/3 Spheres & Importance of Physical Activity Experiences; Sign up for activity presentation	Quizzes #2 & #3	2/4
4	2/6	PRESENTATION: Non-traditional sport or activity	Quizzes 4 & 5;	2/11
5	2/13	Chapters 4 & 5 (Philosophy & History of Physical Activity) Study for Test #1		
6	2/20	<b>Test #1 (chapters 1-5)</b>	Quizzes #6 & #8	2/25
7	2/27	Ch. 6/8 Sociology/ Psychology of Physical Activity	Quiz #7	3/4
8	3/6	Ch. 7 Motor Behavior	Quiz #9 and <b>Blackboard Discussion #2: Spring Break Plans</b>	3/18
		Spring Break: 3/11 – 3/15		
9	3/20	Ch. 9: Biomechanics of Physical Activity	Quiz #10	3/25
10	3/27	Ch. 10: Physiology of Physical Activity Assess Body Composition (BMI, WHR, Waist Circ, etc.)	<b>Written BB Assignment #3: Week-long Work-out Plan</b>	4/1
11	4/3	<b>Fitness Test (cardio, flexibility, &amp; muscular)</b>		
12	4/10	<b>Test #2 (chapters 6-10)</b>	Quiz #11	4/15
13	4/17	Chapters 11, 14, & 15: Preparing for Careers in Physical Activity, Teaching, & Coaching Sign up for careers	Quizzes #12/13/16 & #14/15 <b>Discussion #4: Issues in PE/Health/Sport</b>	4/29
	4/18	<i>Extra Credit: Anderson Elementary Obstacle Course</i>		
14	4/24	Work on Career Presentation		4/29
	4/26	<i>Extra Credit: Burley Primary Field Day</i>		
15	5/1	PRESENTATION: non-teaching/coaching career		
16	5/6	<b>MONDAY: Final Exam (Chapters 1 – 16) @ 11:00</b>	<b>Learner Survey for ALL classes on Campus Connect</b>	5/7