



# PED 235 Principles of Physical Education

Department of Health &amp; Applied Human Sciences

Spring 2009, 3 credit hours

<b>Class meeting:</b> TR 12.30-1.45pm	<b>Contact information:</b> Steve Elliott, Ph.D. Trask 144; 962-2115; <a href="mailto:elliotts@uncw.edu">elliotts@uncw.edu</a>
<b>Class location:</b> Trask 119	<b>Office hours:</b> To be announced

## Catalogue Description

Principles of Physical Education (3). Study of the principles, components, and development of physical education from ancient to modern times applied to the present and future.

## Course Materials

To achieve the above course objectives of PED 235, the following textbook is required for class: Sientop, D. (2007). *Introduction to Physical Education, Fitness, and Sport*. 6<sup>th</sup> Edition. McGraw Hill. You also need to purchase a pack of 3 x 5 white index cards and have these at every class meeting.

Occasionally, handouts, readings, or other notes will be made available through e-mail. Make sure your UNCW e-mail account is not full and can receive files. If you are absent then have a friend pick up handouts for you.

## Course Format

This course will be delivered utilizing several different pedagogical techniques such as lectures / guest speakers in the classroom and/or activity sessions in the gymnasium or outside. Lectures may be augmented with PowerPoint. PowerPoint shells may be e-mailed to you before each class period. It is recommended that students print and use these shells for note-taking during class. Small discussion groups, in-class activities, guest speakers, and student presentations may be used to provide students with better understanding of the course material.

## Grading Scale

Final letter grades will be determined using the following scale. **No final grade curves or sliding scales will be implemented.** The instructor reserves the right to award extra credit at his discretion.

A = 94-100  
A- = 90 - 93  
B+ = 87 -89  
B = 84 - 86  
B- = 80 - 83  
C+ = 77 - 79

C = 74 - 76  
C- = 70 - 73  
D+ = 67 - 69  
D = 64 - 66  
D- = 60 - 63  
F = 0 - 59

## Grade Distribution

Test 1	20%
Test 2	20%
Test 3 (Final Exam)	20%
Speaker Reflections / Class Assignments (10 x 2%)	20%
Graduate school project, Career Project or Site Visits	20%

## Tests (3 x 20%)

The tests will be given on the dates listed on the course syllabus; however, the instructor reserves the right to move the test dates with at least one-class period's prior notice to the class. Every effort will be made to announce any changes to the exam schedule in class *at least* one week prior to the exam – you are responsible for attending class to hear these announcements. Examinations may consist of multiple choice, true-false, listing, short answer, video analysis and/or essay components. Exam content will come from lectures, the textbook, in-class activities, and class readings. No hats can be worn on test days.

## Speaker Reflections / Class Assignments (20%)

We will have several guest lecturers throughout the semester. You will be required to write a reflection on each guest lecture. More details will be provided on the format of the reflection. Additionally, in-class assignments may be given on any day. These cannot be made up unless documentation is provided that warrants an excused absence.

## Graduate School Project, Career Project or Site Visits (Student choice) (20%)

Each student will choose between completing a graduate school project, career project or visiting an off-campus site (e.g., school or clinic) several times. All projects must be related to exercise science or physical education.

### Option 1: Graduate School Project

- Identify a degree program you are interested in (e.g., Physical therapy)
- 1% Find 3 Universities that offer this degree program (Print websites)
- 3% Compare their admission policies / standards (2 pages)
- 3% Compare their programs of study (2 pages)
- 2% Compare their graduate assistantship opportunities (1 page)
- 4% Call the advisor for this program. Ask what kind of things you can be doing now to be a more attractive candidate. Summarize your conversation. (2 pages)
- 2% Overall reflection on project (2 pages)
- 5% Presentation (8-10 minutes)

### Option 2: Career Project

- Identify a potential career option
- 2% Perform an internet search to find out what qualifications / certifications are needed for this career (1 page)
- 3% Describe what someone in this career does on a daily basis (2 pages)
- 2% Find 3 places / companies where someone in this career works (1 page)

- 2% Find 3 job postings for someone in this career (Print website)
- 4% Call or physically interview someone in this career path. Ask them questions about their job and how you can enter this career option. Summarize your conversation. (2 pages)
- 2% Overall reflection on project (2 pages)
- 5% Presentation (8-10 minutes)

### Option 3: Site Visits

- Find a site that you wish to complete a mini-practicum at. Examples could include a school, clinic, gym, hospital, etc. Get approval from Dr. Elliott
- 10% Spend 10 hours total at site. Get signatures as proof.
  - 5% Write 4 page reflection on your experience
  - 5% Presentation (8-10 minutes)

### **Writing**

It is the student's responsibility to be proficient in word-processing and internet technology. Any written assignments must be typed and double-spaced with 12-point font and 1-inch margins on all four sides of the page. Loss of assignments due to alleged computer malfunctions, erased files, lack of computer availability, loss of backups, and so forth will not be tolerated and the student will be held completely responsible for submitting assignments on time and in the appropriate form regardless of any computer-related problems.

### **Academic Dishonesty**

As members of the campus community, students are encouraged to actively support academic honesty and integrity in the classroom. See:

<http://www.uncw.edu/stuaff/doso/documents/Code.Of.Student.Life.pdf>

Any instances of Academic Dishonesty will be handled on a case by case basis and could result in appropriate disciplinary actions ranging from a failure grade for that test or paper to failure of the course to dismissal from the university. Students also should note the following:

- (1) Erasure problems with Scantron scoring sheets will not be considered nor will rescoring take place after the student has had an opportunity to examine the answer sheet. It is the student's responsibility to bring a working number 2 pencil and a good eraser to exams. Complete erasure of changed answers is the responsibility of the student.
- (2) Cheating on tests will not be tolerated. If such violations occur, the student(s) in question may have her/his/their test confiscated, the student(s) may be penalized up to the extent of being given an *F for the course* (not just the test), the student(s) may be referred to the Office of Judicial Affairs for disciplinary action, or both.
- (3) Cheating on take-home assignments (including take-home portions of exams) includes plagiarism, unauthorized collusion, copying *any* part of another student's work, and forgery - among other violations. Refer to the Student Guide to Code of Student Conduct for further information. If any of these violations occur, the student(s) may be punished to the extent of receiving an *F for the course* (not just the assignment or exam) and being referred to the Office of Judicial Affairs for disciplinary action.

## Classroom Etiquette

A student-centered university conveys high expectations for appropriate behavior and is designed to assist students in the development of an informed set of values, ethics, and beliefs. It fosters a climate that promotes civility and respect. UNC Wilmington students are expected to engage in behaviors that are consistent with the attainment of academic integrity and moral values. As members of the campus community, students are encouraged to actively support

- ethical behavior in all aspects of University and community living
- civil discourse among all members of the campus community, treating each student with dignity and respect regardless of personal differences

**Note.** Students are expected to demonstrate dignity and respect by arriving on time to each class and turning off cell phones prior to the start of each class. **The instructor reserves the right to punish individuals who act or speak inappropriately or treat other students / the instructor in a disrespectful manner. Punishment may involve being asked to leave the class and / or a point(s) reduction. For example, any inappropriate / offensive comments or language will result in an instant 5% reduction in the final grade.**

## Accommodations

The University of North Carolina at Wilmington is open and accessible to students with disabilities. We are committed to providing assistance to enable qualified students to accomplish their educational goals, as well as assuring equal opportunity to derive all of the benefits of campus life. Disability Services has devoted much energy to meeting the requirements of Section 504, Federal Rehabilitation Act of 1973 and its amendments, and to the Americans with Disability Act of 1990. Disability Services serves as a full-time advocate for students with disabilities, as well as a resource for faculty, staff and administration. Contact:

Disability Services  
Westside Hall, First Floor  
University of North Carolina at Wilmington  
601 South College Road Wilmington, NC 28403-5942  
910-962-7555 - fax: 910-962-7556 - TDD 910-962-3853

## Office Consultations

Students are encouraged to utilize office hours to enhance understanding of course material. Students wishing to meet with the instructor outside of normal class hours can either (a) drop in during scheduled office hours, (b) utilize advanced technology to meet virtually during scheduled times, or (c) make an appointment with the instructor. The student is expected to arrive at the appointment prepared for discussion and clarification. While the student can expect helpful suggestions, it is the student's responsibility to incorporate any suggestions into their work. Finally, students should not expect the instructor to find and correct every mistake in an assignment. Ultimately, the student is responsible for the quality of any work submitted for evaluation purposes.

**Note.** Students who rely on notes from previous semesters do so at their own risk. All exam dates are approximate and will be confirmed in class prior to the exam. The above schedule, content, and procedures for this course are subject to change in the event of extenuating circumstances at the discretion of the instructor.

	1/8 Syllabus, Schedule, Expectations,
1/13 Ch. 1 Siedentop Lifespan sport, fitness, & P.E	1/15 Ch. 2 Siedentop Emergence of a Profession: 1885-1930
1/20 Ch. 3 Siedentop Consolidation & Specialization: 1930-present	1/22 Ch. 1 Housh, Housh, & Johnson An introduction to Exercise Science
1/27 Ch. 2 Housh, Housh, & Johnson History of exercise science	1/29 Projects Discussion / Examples
2/3 TEST 1	2/5 Career opportunities in exercise science
2/10 Career opportunities in exercise science Corporate fitness	2/12 Ch. 9 Siedentop Fitness programs and professions
2/17 Career opportunities in Exercise Science Physician's Assistant	2/19 Ch. 10 Siedentop Problems and issues in fitness
2/24 Exercise Science Tseh, Dowd, & Boyce	2/26 Ch. 11 Basic concepts of physical education
3/3 Ch. 11 Basic concepts of physical education	3/5 Test 2
3/17 Ch. 13 Siedentop Problems and issues in physical education	3/19 Ch.15 Siedentop Crucial themes defining our present and future
2/24 Ch. 16 Siedentop Physical Science subdisciplines	3/26 Ch. 17 Social Science subdisciplines
3/31 No Class AAHPERD Convention	4/2 No Class AAHPERD Convention
4/7 Project presentations	4/9 Easter No Classes
4/14 Project presentations	4/16 Project presentations
4/21 Project presentations	4/23 Project presentations
Thurs 4/30 11.30-2.30pm TEST 3	