

**BARRY UNIVERSITY**  
**DEPARTMENT OF SPORT AND EXERCISE SCIENCES**

**SES 210 – Foundations of Sport and Exercise Sciences**

Section 02, Monday, Wednesday, Friday 12 – 12:50 PM  
Health & Sports Ctr, Room 2B

**Syllabus – Spring 2011**

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Office Hours: TBA by appointment only

**Course Text and Required Readings**

**Check with the bookstore for rental option or electronic copy which is cheaper.**

Hoffman, S.J. (Ed.). (2008). *Introduction to Kinesiology: Studying Physical Activity (3<sup>rd</sup> Edition)*. Champaign, IL: Human Kinetics.

**Course Description:**

This course is a survey of the discipline of kinesiology, including knowledge derived from performing physical activity, studying about physical activity, and professional practice centered in physical activity. It includes an analysis of the importance of physical activity in daily life, the relationship between physical activity and the discipline of kinesiology, and the general effects of physical activity experiences. The course surveys the general knowledge base of the discipline as reflected in the major sub-disciplines and reviews selected concepts in each, showing how they contribute to our understanding of the nature and importance of physical activity. In addition, the course introduces students to the general characteristics of the professions, to specific types of physical activity professions typically pursued by those graduating from programs of sport and exercise sciences, and assists them in making some early career decisions.

The course focuses on three primary areas:

1. Theoretical and historical foundations of sport and exercise science.
2. Orientation to the professional fields of Athletic Training, Exercise Science, Physical Education, and Sport Management.
3. Participation in physical activity experiences.

Instructional techniques will include (1) lecture using a variety of media including PowerPoint, overhead projection, and handouts; (2) whole class and small group discussions; (3) guest presenters including professionals from each major area; (4) laboratory demonstrations and hands-on applications; (5) participation in a variety of physical activities; (6) individual readings, observations, research, and written assignments; and (7) utilization of Blackboard technology to increase understanding with on-line instruction.

**Course Objectives**

The course will afford students the opportunity to:

- learn about the University mission, University and HPLS/SES structure and understand procedures to ensure successful completion of the undergraduate degree work;
- know, understand, and appreciate the philosophical and historical foundations of exercise and sport
- gain awareness of the purposes, goals, and philosophies of each of the fields;
- gain an understanding and appreciation for the interrelated nature of each of the fields;
- gain an understanding of the current issues and ethical considerations in each field

**Course Outcomes**

Students who successfully complete the course should:

1. have gained an appreciation for and insights into the importance of physical activity in daily life and the implications of this for the disciplines of kinesiology

2. understand the rationale for a discipline of kinesiology, how it is structured, and the types of knowledge studied by its scholars, as well as the implications of this and other types of knowledge for professional practice
3. understand the nature and demands of professional occupations, the career options available to students graduating from the department of sport and exercise sciences, and the qualifications associated with each

### **Physical Activity:**

Once a week students will participate in various physical activities such as yoga, racquetball, tennis, aquatics, flag football and golf. The primary purpose for these activities is to help students understand the relationship between physical activity and their professional areas of study as well as exposing them to lifestyle activities in which they may choose to participate.

A secondary purpose is to illustrate the central role physical activity plays in all our professions and to illustrate how all our fields are inter-connected. A third purpose is to have fun learning lifetime activities.

### **Objectives:**

1. To participate in and learn a variety of physical activities.
2. To apply knowledge of various physical activities to the student's chosen profession.
3. To lead group physical activity.

**Proper attire: On physical activity days, students should in appropriate attire** (e.g., shorts, T-shirts and tennis shoes, warm-up suits). **To ensure the safety of participants, students not appropriately dressed will not be allowed to participate and will be count as absent from class.** (E.g., students must wear court/tennis shoes for tennis activities.)

## **Course Expectations and Requirements**

### **1. Knowledge Assessments**

Exams and quizzes may be administered which cover the information presented in the textbook, class lecture/discussion, and assignments. These may not be made up, except in the case of university-excused absences. The course instructor will determine when exceptions are warranted. Make-ups may be administered at an earlier time than the scheduled exam and they may be structured differently.

### **2. Participation and Attendance**

Attendance and participation in class activities are vital to the learning process. In addition, students are expected to participate in Friday scheduled physical activities. Points will be given for participation and will be calculated into the final grade.

There will be no distinction made between excused and unexcused absences, except in extremely rare circumstances and according to the discretion of the instructor. Students who will be absent due to university-related functions such as athletic participation must present official notification to the instructor at least one class period prior to the absence and must arrange to complete work missed. It is expected that students who enroll in the course are committed to participating in it. Students who do not attend regularly will be expected to withdraw from the class and take it at a more appropriate time.

### **3. Assignments**

Projects and papers will be assigned to challenge students to think critically about the course topics and to develop understandings, applications, and appreciations for their major fields of study.

### **General Guidelines for Written Assignments**

It is each student's responsibility to complete the course requirements as assigned. Incomplete and late assignments will not be accepted. [In case of emergencies the instructor will decide if an exception is warranted.]

Unless other specified, all written assignments are to be typewritten using a word processing software package formatted for a standard 8.5 x 11 inch page, and in adherence to rules of good English grammar. Students are encouraged to proofread their work and utilize Learning Center tutors. The instructor will include writing criteria in the evaluation and grading.

All copies of the assignments must be submitted **before the beginning of the class** on the scheduled due date online in blackboard. The instructor may not accept late papers or may deduct points for lateness. Papers sent as email attachments are not acceptable. **(Note: Last-minute malfunctions of computers and printers are not acceptable excuses for late submissions.)**

### **Specific Assignments:**

#### **1. Why I Chose My Major**

Write a 1-page paper describing why you chose your present major. If you are undecided or plan to change majors, select the most appropriate or interesting SES major to you.

Points: 100

#### **2. Historical study of a selected sport and exercise science topic.**

Use a variety of resources (**at least 2**) to research the history and development of a specific area of sport and exercise science. For example, you may trace the history of your major. Resources may include the textbook, other textbooks in SES-related fields from the library or other courses you have taken, related internet sites, professional journals. You may consult with other SES faculty for recommendations. Write a 2 + page paper on the important past developments, current status, AND project what you think the future holds. **Reference your resources.**

Points: 100

#### **3. Subjective Experiences in Physical Activity: Self-analysis**

Complete the following three online surveys in Chapter 4:

1. Rate Your Feelings about Physical Activity (4.2)
2. The Subjective Exercise Experience Scale (4.3)
3. What are Your Attitudes Toward Physical Activity (4.5)

Write a brief (1-2 page) analysis of your results. Include in your discussion your primary approach to physical activity. Also include a discussion of your experiences with the physical activities we've done in class. **{Attach the surveys to your written discussion.}**

Points: 100

#### **4. Reflection Papers on your physical activity instruction assignment**

Write a 2 page reflection paper on your experience with physical activity instruction.

The paper should include (but are not limited to) the following information:

- What are the major concepts that you learned? What information was new or surprising to you?
- Relate what was presented in class and in the chapter reading assigned.
- What went well and what didn't? How can you improve next time?
- What is your overall reaction to the instruction?

**It is an independent work. Need to be submitted by the following class day.**

Points: 100 points

#### **5. My Dream Job**

Research and write a report on your dream job/career in a sport and exercise science -related profession.

Include the following:

- Title of position
- Major responsibilities; types of work that is done
- Minimum credentials and work experience needed (e.g., B.S. degree, certifications, specialized skills)
- Working conditions (e.g., work schedule, organizational structure, facilities and equipment, other)
- Salary range and benefits
- Opportunities for professional growth, promotion, etc.
- Challenges, potential problems and risks
- Rewards
- Attach your self-analysis table.

Discuss these questions (Refer to chapter 12 and your self-analysis table)

- How do your attitudes, interests, talents, values, and life goals match those associated with this career?
  
- How can you become a professional who is committed to this career? What do you need to do as an undergraduate student in terms of professional development and commitment to prepare yourself to realize your dream job? State your specific goals.  
Hint: Examples of evidences may include the following:
  - a. Excelling in academic work
  - b. Identifying early with a profession
  - c. Engaging in college life
  - d. Participating in volunteer services
  - e. Attending graduate school

Points: 200

### **Evaluation and Grading**

Upon completion of this course the student should possess the minimum competencies described in the course learning objectives. The degree to which the student masters these objectives will be assessed and grades will be assigned using the following criteria:

<u>Component</u>	<u>Points</u>	<u>Grading Scale</u>
Exams	300	A = 890 - 1000
Participation, attendance quizzes	100	B = 790 - 889
Assignments	600	C = 690 - 789
		D = 600 - 689
		F = < 600

Students are encouraged to track their absences, points, and grades.

### **COURSE POLICIES:**

1. Attendance is required. There are **no unexcused absences**.
2. Punctual attendance for lecture and lab is expected, attendance will be recorded at the beginning of each class. Excessive tardiness results in unnecessary distractions. If you arrive late to class or lab, there is a possibility that the **door will be locked** and you will be counted absent.
3. Assignments are due on the deadline. **If late, 10 points will be deducted** from the final grade for each late day. No late assignments will be accepted for **credit after 1 week**. Electronic submissions are subject to the same timeline and the student is responsible in making sure the attached assignment was received.
4. As a courtesy to professors and peers, please turn cell phone, pagers, or other electronic devices to a non-noise mode and refrain from text messaging during all class and laboratory settings. **If caught text messaging the student will have to leave the class**. If a student caught text messaging the **second time the student will lose 10 points from their final course grade**.
5. All students must adhere to policies stated in the Barry student handbook and Barry catalog regarding cheating and plagiarism.
6. If any student has a disability, or any other extenuating circumstance, which restricts fulfillment of the requirements of this course the instructor should be notified so that the student can be accommodated.
7. **No hats, food or drink in class**

#### **Notes:**

1. **No food and drink:** Students may bring water to physical activity experiences.
2. **Course Changes:** The instructor reserves the right to modify this course syllabus at any time. Students will receive notification of such modification.

**ADDENDUM**  
**BARRY UNIVERSITY, DEPARTMENTAL, AND COURSE POLICIES**

A. **University Course Withdrawal Dates**

Barry University policies governing course withdrawal state that 1) withdrawal by 9/01 deletes the course from the permanent record; 2) withdrawal by 10/01 results in a W; 3) withdrawal by 10/29 results in the grade WP or WF; 4) withdrawal after 10/29 results in the grade F.

B. **Departmental Attendance and Testing Policies**

Attendance at other courses, doing work for other courses or employment of any kind during class time will result in recorded absence from the class. Tests and examinations for all SES courses must be taken at their scheduled times. Any student missing a scheduled test or examination, for any reason, without previous written consent from the course instructor will automatically receive a zero. The zero will be averaged into the final grade for the course. Any student missing a final examination for any reason, without previous written consent of the department chair and course instructor, will receive an "F" for the course. In all cases, when permission is given for an examination to be taken at a time other than that scheduled, the examination must be taken at a later date than scheduled.

C. **University Academic Dishonesty Policy**

The Barry University policy on academic dishonesty states that cheating is the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents. Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. (see complete document in Student Handbook)

D. **University Grade Appeals Procedure**

A challenge to a grade received in a course, comprehensive examination, thesis, or other graduation requirement will be considered only when the student alleges that the grade received reflects other than appropriate academic criteria, that is, achievement and proficiency in the subject matter as stated in the course syllabus.

If the grade challenged is in a course, the student will first discuss the matter with the faculty member teaching the course in an effort to resolve the grievance informally. If the grievance is not settled, the student may then file the Grade Appeal Form with the chair of the department who will seek an informal reconciliation. The form must be filed no later than 120 calendar days after the date on which the grade was due in the Registrar's office. (see complete document in Student Handbook)

E. **Referral to Learning Center**

The course instructor reserves the right to refer the student needing assistance in English or mathematics to the University Learning Center. Prior to submitting written work to the course instructor to comply with course requirements, students are encouraged to review such work with Writing Lab tutors.

F. **Classroom Conduct**

The academic setting requires a classroom environment dedicated to the pursuit of truth and knowledge. Members of the academic community commit themselves to respect for human dignity and individual rights. Disruptive behavior or behavior that results in environments unsafe to others is not acceptable in the academic classroom. Please refer to the complete Student Conduct Code section of your Student Handbook.

G. **Cell Phone Courtesy**

**As a courtesy to professors and peers, please turn cell phone, pagers, etc. to a non-noise mode during all class and laboratory settings.**

H. **Circumstances Beyond Course Instructor's Control**

The course instructor may fail a student for non-compliance with University, Division, Department, or course requirements, or for inappropriate behavior or misconduct, as referenced in the Student Handbook, while involved in a Barry University class, internship, or project.

I. **Grade of Incomplete**

The grade of incomplete will be granted in the case of serious illness, accident or other misfortune that precludes the completion of the semester's work. At the time of misfortune, you must be in good academic standing in the course and must request an I. Poor planning, over-scheduling of courses, and last minute need are not deemed grounds for an "incomplete". If you find it necessary to rework and resubmit an assignment deemed unacceptable, the highest grade possible is the lower range of the C.

J. **Academic Accommodation**

If you are in need of reasonable academic accommodations and have a documented disability, you should contact the Office of Disability Services (ODS) as soon as possible. ODS can be reached in person in Thompson Hall #105 or by VOICE/TDD 305-899-3488 or by e-mail: [disabilityservices@mail.barry.edu](mailto:disabilityservices@mail.barry.edu) or by fax 305-899-3056. Reasonable accommodations will be scheduled following receipt of letter of approval from ODS.

If you are enrolled in the Center for Advanced Learning (CAL), your advisor will make written request for academic accommodations based on your needs.