

**Eastern Illinois University
Department of Kinesiology and Sports Studies
KSS 1500-001 – Fall 2009
PHYSICAL EDUCATION AS A PROFESSION**

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Credit Hours: 2

Required Text

Lumpkin, Angela. (2008). *Introduction to Physical Education, Exercise Science, and Sport Studies*, 7th ed. McGraw-Hill.

Catalog Course Descriptions

An introductory professional course, which includes the general scope, purpose, history, growth and development, and career assessment of physical education, exercise science, sport related careers, and athletic training.

Purpose/Rationale

Objectives: The course is designed to orient you to the “world” of physical education. First, we will look at the story of how we arrived at where we are today. Then we will explore the different “looks” of modern physical education-- you will be introduced to some of the different meanings, programs, areas of study and careers that you may find in modern physical education. You will also have the opportunity to explore, in spite of the diversity that exists in physical education, how the field is connected together by some common themes, such as lifetime physical activity, sport for all and good health. You will be asked to think critically about physical education, sport and fitness.

PETE is an acronym for Physical Education Teacher Education Program, and this class is the "marked entry" point to the Physical Education Teaching Major. In other words, this is the point that PE majors are introduced into the program. What won't happen in this course is exploring any aspect of physical education in depth. That's what will happen in subsequent courses you will take in the major. This course will provide brief snapshots of the things that physical educators do today.

Course Objectives

1. To identify events and people that served as catalysts for the growth of physical education, exercise science, and sport studies.
2. To discuss recent developments, problems, and issues in physical education, exercise science, and sport studies.
3. To become aware of the role of lifespan involvement in physical education, exercise science, and sport in society and in education.
4. To explore and examine the career options available in physical education, exercise science, and sport studies.

Student Learning Outcomes

By the end of this course, you should be able to:

1. Discuss historical events and philosophical trends that affected physical education, sport and fitness. Compare and contrast historical and philosophical contributions with current practices and issues in physical education, sport and fitness. Specifically identify instructional and managerial variables that correlate with effective teaching.
3. Recognize critical names and significant developments in the growth of physical education.
4. Apply the concept of lifespan development to current practices and issues in physical education, sport and fitness.
5. Identify the underlying scientific bases for physical education, sport and fitness. Articulate an understanding of the issues currently facing physical education, sport and fitness.

Course Activities/Structure

Through a cooperative learning structure you will have a variety of opportunities to review, examine, apply, analyze and evaluate the historical and philosophical antecedents of current practice and issues in physical education, fitness and sport. Besides class sessions, you will be expected to read not only the course text but also outside readings in professional and popular literature.

Each unit contains several parts. There will be unit quizzes to check your understanding of the assigned reading. There will be in and out of class assignments that check your understanding of our discussions. Additionally, you will have the opportunity to formulate and articulate your own views about current educational events based on historical and contemporary thinking through debates.

Student Expectations

This course is designed to focus on current and historical and philosophical concerns that have shaped modern physical education, fitness, and sport. Yet, such knowledge is only trivia if it cannot be used to understand the current world of physical education and sport. If you are not able to use the content to help you shape the future, then little has been gained throughout the semester. The class is also based on a cooperative learning model in which you will be a contributing member of a team for the entire semester. Although we do our utmost to provide you with valuable knowledge and experiences, little can be gained unless you are making a concerted and noticeable effort to be a self-motivated, responsible, and active learner. In an effort to guide the goal of responsibility, motivation and participation, I offer the following as class operating guidelines:

Be here. The class is largely interactive and participatory. These types of experiences cannot be made up. You should plan to attend every class and to be on time. Under no circumstances can in-class work be made up, since it is largely related to your ongoing field experiences.

Participate with effort. This asks that you are prepared and put forth a solid and consistent effort in class. This includes giving input and feedback during lectures, discussions, and group work as well as producing college level work. Do what you have to do to be ready. Bring to class each day your books, notebook, and syllabus. You are responsible for the material as it develops throughout the semester.

Take initiative for yourself. Most of your learning will be the result of your own initiative, not the prodding of instructors or rewards (or threats) of grades. You alone must be responsible for creating value for yourself in this course. How well you do will in a large part will be the result of how well you are able to carry on without direct supervision. Taking initiative means asking questions when material, concepts, or expectations are not clear. (It is OK not to know, but it is not OK to continue not knowing.) It also means doing reading and work outside of class. For this class, reading beyond the assignment is necessary to achieve markedly superior work.

Help others. The ultimate success and reward for each of you depends on your ability to help and support your classmates in their learning and in their attempts to be responsible for their own learning. This also includes creating a safe learning environment; that is, one in which the confidentiality of one another's sharing is respected, where complaints are directed only to someone (and received only by someone) who can do something about the situation, and where differences of opinion and healthy debate are prized. After all, our ability to help others is the only thing that really counts in the long run.

EIU's Policies

EIU's policies and recommendations for academic misconduct will be followed.

Attendance Policy

Attendance and participation in this class is required to receive a passing grade. It is the responsibility of the student to notify the instructor prior to any class absence. A grade of zero will be given for all work missed in the event of ANY absence without prior notice. Most in-class work cannot be made-up. Extenuating circumstances will be dealt with on an individual basis. On the 3rd absence and thereafter, 5% will be deducted from the final grade for each absence.

Electronic Devices

Please extend courtesy to your instructor and fellow students by turning your cell phones to silent/vibrate and turning off other electronic devices. Thank you for your cooperation.

Disability Access

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (217-581-6583).

Course Assessment:

Your learning in this course will be assessed in a combination of ways that include cognitive knowledge acquisition, analytical and argument skills, synthesis and critique skills, and daily feedback.

Course Evaluation

Debate	15%
Debate Summary	05%
Unit Quizzes	25%
Presentation of Self	15%
Class Assignments	25%
Letter of Intent	15%

Descriptions of Assignments

Debate – Each of you will have the opportunity to participate in a debate setting on a philosophical issue in sport or physical education. This is a chance for you to develop your ability to take and a stand on an issue and be able to argue your point based on an assigned topic.

Debate Summary – During the semester, you will be assigned a debate for which you will be responsible for completing a summary of that debate. The summary must be completed and handed in following the debate.

Unit Quizzes – The unit tests allow you to assess your understanding of the material presented on weekly/biweekly basis. They will be short answer and are designed to check your understanding of the material, not simply the recall of facts. Throughout the physical education program you will be expected to complete and turn in **quality** work.

Presentation of Self – You will present to a group of students a visual representation of who you are. The presentation will last approximately 15 minutes. In addition to the presentation you will be assessed on your response to several reflective questions.

Class Assignments – This assessment form allows me as an instructor to assess your learning throughout the semester. Assignments can include, homework assignments, assessments, group projects, in-class activities, ETC.

Letter of Intent - This course serves as the “marked entry” point into teacher education. The letter of intent allows you to convey your intentions regarding teaching physical education. Additionally, it will describe how you will progress as a physical education teacher who can make a difference in the lives of your future students.

Grading SCALE

<u>Percentage</u>	<u>Letter grade</u>
90-100	A
80- 89	B
70- 79	C
60- 69	D
< - 60	F

General Information

You must complete all assignments; zero points in any of the above items can constitute a failing grade.

Rules for Makeup Work:

Quizzes can be made up, but only if certain rules are followed. The main purpose of the makeup rules is to provide you with an opportunity to demonstrate your knowledge of the class material if you have an emergency with the scheduled time. A second purpose of the makeup rules is to ensure that every student has a fair and equal chance to demonstrate their knowledge.

Rule #1: Rule of Prior Notice. If you wish to makeup a missed quiz, you must give notice of your absence to the instructor prior to the regularly scheduled class. If you notify me after the missed quiz or do not notify me, you will not be allowed to makeup the quiz.

Rule #2: Before the Next Class Rule. All makeup quizzes must be taken before the next class session after the missed session. The responsibility for arranging the time and place of the make-up belongs to you.

WELCOME TO PHYSICAL EDUCATION!!! ☺