

Kent State University
School of Teaching, Learning, and Curriculum Studies
Physical Education Teacher Education

PEP 15010 – Introduction to Physical Education, Fitness, and Sport

Instructor: Dr. Jennifer Fisette Email: jfisette@kent.edu Office: 261B Gym Annex Office Phone: 330.672.0230	Time: MW – 12:30 – 1:45pm Venue: Gym Annex – 292 Office Hours: MW – 1:45 – 3:15; TH – 3:00 – 4:00; by appointment
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Course Description

This course is designed to encourage students to think critically, act decisively, and provide experience in the development of a knowledge base on fitness and exercise; the roles, foundations, contextual and social issues; sense of self and global perspectives; and career opportunities as they relate to professional practice in physical education, physical activity, and sport.

Required Texts

Wuest, D., & Fisette, J. L. (2012). *Foundations of Physical Education, Exercise Science, and Sport* (17th Ed.). McGraw-Hill: NY.

Additional Readings: See Blackboard Learn for additional readings for this course.

Course LibGuide: <http://libguides.library.kent.edu/pep15010>

Course/Instructional Objectives

At the conclusion of this course, each student will be able to:

1. Critically examine, recognize, and confront problems in various fields, to weigh alternatives to solving problems, and to respect divergent points of view.
2. Critically examine their sense of self and social identity within the cultural context of which they live, know, and understand.
3. Critically examine, compare, contrast, and interpret the global perspectives and issues of physical education, physical activity, sport, and/or fitness with their perspectives and experiences in the U.S.
4. Develop an understanding of the historical and philosophical foundation for understanding the current status of the various fields and how they developed.
5. Examine and understand the fields of sport, fitness, and physical education in relation to the basic concepts of the field and its current stage of development; current programming efforts and professional qualifications; and major issues and problems that confront the field.
6. Understand the national, state, and local policy and program initiatives that represent the infrastructure currently in place to support physical activity and healthy lifestyles.
7. Critically examine how social issues (e.g., gender, race, sexual orientation, (dis)ability, etc.) influence and impact physical education, fitness, and sport.
8. Identify and reflect upon the status of professions within physical activity, programs available to various groups, service in those professions, and the significant problems that are current in the professional practice of these various areas.
9. Understand salient fitness and exercise terminology, conduct fitness assessments, and develop an exercise (i.e., fitness) plan.

Course Evaluation (Points & Percentages)			Grading	
Adult Fitness Test & Exercise Plan	150	15%	93-100%	A
12 Step Research Report	100	10%	90-92%	A-
Fitness & Wellness Classes	100	10%	87-89%	B+
Assignments (3)	100	10%	83-86%	B
Exam #1	150	15%	80-82%	B-
Exam #2	150	15%	77-79%	C+
Global Learning Project & Presentation	250	25%	73-76%	C
TOTAL =	1000 pts.	100%	70-72%	C-
			67-69%	D+
			60-66%	D
			Below 60%	F

Descriptions of Course Evaluations

Adult Fitness Test and Exercise Plan (100/50 = 15%)

Throughout much of this course, we will discuss the fitness and physical activity levels of individuals across the lifespan. To have a true understanding of one's fitness, it is important to gather data to determine their fitness levels. You are required to assess your own fitness with the President's Challenge Adult Fitness Test (<http://www.adultfitnessstest.org/>). First, go to the website and download the Instruction Booklet and Data Collection form (you can also download these from Blackboard Learn) and read the instructions for the fitness tests. Second, I recommend that you work with a partner, preferably from the class, to conduct the following fitness tests: Aerobic, Muscular Strength & Endurance, and Flexibility. You are not required to complete the Body Composition test; however, if you are interested and have access to the equipment, you certainly may do so. Third, complete the tests, following the instructions in the booklet, input the data, and print out the data collection form. Finally, download the Exercise Plan assignment criteria found on Blackboard Learn and complete the assignment based on the data gathered from the Adult Fitness Test. You will complete this assignment at the beginning and end of the semester and will revise your fitness plan after Week #7.

12 Step Research Report (100 = 10%)

As physical education, exercise science, and sport professionals, it is important for you to stay up-to-date on the latest research. Many national organizations, such as the Centers for Disease Control (CDC), American College of Sports Medicine (ACSM), and American Heart Association (AHA) gather data on individuals' health and fitness and present the findings in reports with a lot of statistics. Often times, individuals choose not to read research reports or articles, because they do not understand the language used by the authors. I still get confused when I read some research reports! Thus, it is very important for you to begin to learn how to read small-scale research reports. Throughout the first month of the semester, you will complete your first 12 Step Research Report. These 12 Steps are to guide you in understanding research. Specific guidelines and helpful hints can be found on Blackboard Learn and the course LibGuide: <http://libguides.library.kent.edu/pep15010>. For your assignment, you are to select a research-based article (either quantitative or qualitative) through the library's research databases and complete the 12 Steps. You are to turn in the article you have selected AND the 12 step report before or on the due date. I highly suggest that you obtain approval of your article BEFORE you complete the assignment. It is very important that you take this assignment seriously, because you will be required to access and utilize research reports for your Global Learning Research Project.

Fitness and Wellness Classes (50/50 = 10%)

Fitness and wellness activities are continuously changing from year to year, decade to decade. Back in the 1980s and 1990s, step aerobics classes were the major boom; now, Zumba, yoga, and spinning classes are the most popular. Playing on sports teams, running or biking, and lifting weights are not the only activities individuals can do to increase their level of fitness. Most fitness, wellness, and recreational facilities offer an array of fitness classes to their members. Since you are a KSU student, you have the luxury of going to the KSU Recreational Center (on Summit Road) OR you can attend a fitness facility of your choice that offers exercise classes. Your assignment is to attend a total of **TWO** Group X, Instructional, or exercises classes. Go to: <http://www.kent.edu/recservices/index.cfm> and click on Fitness and Wellness to find out what classes are being offered. Most, but not all, of the exercise classes cost \$5 at the SRWC. You are expected to take the class from start to finish, ask the instructor a few questions before or after class, have the instructor sign off that you completed the class, and write a written reflection about your experiences. You cannot complete both classes in the same day. These assignments will be due on the day of Exam #1 and Exam #2 (see Course Schedule on Page 6).

Assignments (40/20/40 = 10%)

Throughout the course, assignments will be given to explore and share your self-identity, personal and educational experiences, fitness levels and exercise habits/routines, and problems and issues within sport, physical activity, and physical education. These assignments will align with the weekly topic and provide further insight into class discussions. Descriptions and criteria for each assignment will be posted on Blackboard Learn. Assignments must be turned in as a hard copy at the start of class on the scheduled due date. All assignments must be word processed and stapled or paper clipped on the top, left-hand corner. NO assignments should be emailed to me. Late assignments will be accepted; however, 5 points will be taken off the first week it is late, 10 points the second week, and you will receive half credit if it is 3 or more weeks late. My philosophy is 'something is better than nothing'.

Exams (150/150 = 30%)

Exams will be taken during class on the allotted dates provided in the Course Schedule on Page 6. The dates are subject to change. Students will be provided review sheets for each exam at least one week prior to the scheduled exam date. On the exams, you will be expected to synthesize and analyze topics and issues we discussed throughout the semester in response to essay or short answer questions. These exams are to be taken seriously as there will be NO multiple-choice questions on any of the exams. The exam format will include defining, describing, synthesizing, analyzing and applying topics and issues in relation to physical education, exercise science, fitness and physical activity, and sport. At times you will have the option to select terms and items from a list in which you will respond to the question or directions provided. The format of these exams is to demonstrate your knowledge and understanding of the topics and issues discussed in class, not to memorize or regurgitate. If you cannot attend one of the exams, you must notify me BEFORE the scheduled exam date. This is your responsibility as a student.

Global Learning Research Project & Presentation (150/100 = 25%)

Building upon your own self-exploration of your social identity and lived experiences, along with the completion of your first 12-step report, you will begin to explore global perspectives of how other cultures experience physical education, physical activity, fitness, and/or sport. We are often taught that there is one particular way on how to do or make meaning of something; however, as individuals with all different identities and cultural experiences, we may not necessarily know how others experience or make meaning – in this case, in relation to physical education, physical activity, fitness, and/or sport. For your research project, you will be responsible for investigating how individuals in other cultures experience physical movement. Based on the topic you select, you will be assigned a group to work with and a country to explore. Each member of the group will find two peer-reviewed research articles on the combined topic and country, complete two 12-step research reports, and write a comparative paper on the topic. On the day of the final exam, which follows the University exam schedule, you will conduct a group power point presentation on your research findings.

Attendance Policy Required

Attendance in this class is required to receive a passing grade. In order for an absence to be counted as excused, the student must present a written medical excuse (not to include an appointment slip from the University Health Center). 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 unexcused absences, unless a plan was developed to make up the missed work prior to the absence. Students are allowed two unexcused absences. 3% will be taken off the final grade for **EACH** additional absence. Extenuating circumstances will be dealt with on an individual basis. After the first week of classes, students will sign in when they enter 292. Every student is expected to be ready for class at 12:30. This requires that students come prepared with books, writing implements, assignments (when necessary), and a notebook.

University policy 3-1.02 states, "Regular attendance in class is expected of all students at all levels at the university. While classes are conducted on the premise that regular attendance is expected, the university recognizes certain activities and events as legitimate reasons for absence from class..." Legitimate excuses include: "illness, death in the immediate family, religious observance, academic field trips, and participation in an approved concert or athletic event, and direct participation in university disciplinary hearings. Even though any absence can potentially interfere with the planned development of a course, and the student bears the responsibility for fulfilling all course expectations in a timely and responsible manner, instructors will, without prejudice, provide students returning to class after a legitimate absence with appropriate assistance and counsel about completing missed assignments and class material."

Students with Disabilities University Policy (3342-3-18)

Requires that students with disabilities be provided reasonable accommodation to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Academic Misconduct

Any student found to be engaged in cheating, plagiarism, or any form of academic misconduct in this course, whether on exams or any other assignment, will automatically receive a grade of "F" for the course. The College of Education, Health and Human Services and/or the University may take other actions.

Additional Notes

1. All cell phones **MUST** have the ringer turned off from 12:30 – 1:45. The instructor will confiscate phones if text messages are being sent during the scheduled class time. There is no question that we are in a texting mania world. I have eyes all around my head. I see the texting under the table, with your back turned, and every other way attempted. Texting in class is rude and disrespectful. If you cannot wait 75 minutes to text someone, 'hey, what's up', then you should not be in class.
2. Please read assigned materials **BEFORE** coming to class. Additional articles may be added to the selected reading list. You will be notified in class if there are any changes. Students will be held accountable by spot discussions, questions, and/or quizzes. All PPT presentations will be posted on Blackboard Learn the night before the scheduled class by 9 pm.

3. Blackboard Learn will be utilized throughout the course. The instructor will post class announcements, PowerPoint's, handouts, and additional resources for the students. All students must have a kent.edu email address to access Blackboard Learn.
4. Emails to the instructor MUST include an appropriate subject line, be addressed to me (i.e., Dr. Fisette), and be in Standard English text. In addition to texting during class, receiving emails from students that are in text language, demanding, or without being addressed is rude and disrespectful. If I receive such emails, I will not respond to them. The same is true if you do not sign your name at the end of the email, since I may not know who you and cannot appropriately respond to your inquiry. You may think I am being hard or too direct, but I am only trying to prepare you as a future professional in your chosen field.
5. Although this is a lecture-oriented class, class discussion and engagement will be expected on a regular basis.

Course Schedule (subject to change)		
Week	Topic & Readings	Reading
#1	Introduction/Syllabus	
8/27 & 8/29	Meaning and Scope	CH 1
#2	9/3 – Labor Day – NO CLASS Philosophy, Goals, and Objectives	CH 2
9/3 & 9/5	<i>9/5 – Physical Activity Autobiography Due</i>	
#3	Philosophy, Goals, and Objectives, cont.	CH 2
9/10 & 9/12	<i>9/12 – Adult Fitness Test & Exercise Plan #1 Due</i>	
#4	Role in Society	CH 3
9/17 & 9/19	<i>9/19 – LibGuide Exploration Due</i>	
#5	Role in Society, cont.	CH 3
9/24 & 9/26	<i>9/26 – Fitness & Wellness Class – Reflection #1 Due</i>	
#6	Accessing & Understanding Research Materials/Review for Exam	
10/1 & 10/3	Exam #1	
#7	Exercise Physiology & Fitness	CH 7
10/8 & 10/10	<i>10/10 - 12-Step Research Report Due</i>	
#8	Exercise Physiology & Fitness, cont.	CH 7
10/15 & 10/17		
#9	Sociological Foundations	CH 8
10/22 & 10/24	<i>10/22 – Revise Exercise Plan – Post Reflection on Blackboard</i>	
#10	Sociological Foundations, cont.	CH 8
10/29 & 10/31		
#11	Sport Pedagogy	CH 10
11/5 & 11/7	<i>11/5 – Sociology of Sport Assignment Due</i>	
#12	Sport Pedagogy, cont.	CH 10
11/12 & 11/14	11/12 – Veteran’s Day – NO CLASS <i>11/14 – Fitness & Wellness Class – Reflection #2 Due</i>	
#13	11/19 – Exam #2	
11/19 & 11/21	11/21 – Thanksgiving Recess – NO CLASS	
#14	Career and Professional Development Issues, Challenges, and Future Trends	CH 11 CH 15
11/26 & 11/28	<i>11/28 – Adult Fitness Test & Reflection #2 Due</i>	
#15	Issues, Challenges, and Future Trends, cont.	CH 15
12/3 & 12/5	<i>Global Learning Research PPTs & Reflections Due</i>	
#16	Final Exam - Thursday, December 13th Time: 10:15 – 12:30 pm <i>Global Learning Research Group PPT Presentations</i>	