

EXER 201
Foundations of Exercise Science
Fall 2004

INSTRUCTOR:

Dr. Donna Woolard	Room 100 Carter Gym
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Office hours	MWF 8-9, MW 2-3
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CLASS INFORMATION:

Class Quiz Center	www.quizlab.com
Class Grades and Attendance Reports	www.mygradebook.com
MyGradeBook.com and Quizlab Classword	sportfoundations
MyGradeBook.com and Quizlab Password	Campbell University ID

TEXT: Freeman, William H. (2001). *Physical education and sport in a changing society* (6th ed.). Boston: Allyn & Bacon.

RELATIONSHIP TO UNIVERSITY MISSION:

This class aids in achieving the University Statement of Purpose by:

- Transferring knowledge and values related to the broad field of exercise science to students
- Equipping students with needed skills and insights related to the broad field of exercise science, and by encouraging students to grow professionally and develop a strong sense of personal and professional integrity
- Preparing future professionals in the broad field of exercise science to lead purposeful lives through undergraduate professional preparation and education
- Providing services to the general community through research, professional service, continuing education, publications, presentations, and collaboration with other professionals and institutions within the broad field of exercise science

GENERAL DESCRIPTION:

This course examines the historical, philosophical and scientific foundations of physical education as a field of study. It includes an overview of the sport sciences, including psychology and sociology. It prepares students to make a sound entry into the teacher education and sport management programs.

SPECIFIC COMPETENCIES:

A student who completes this course will be able to:

1. Describe the contribution that physical education and sport can make to the individual.

2. Describe the historical foundations of physical education and sport, including the reasons for developing programs, the individuals and groups who promoted them, and the problems that face the field.
3. Describe the philosophical foundations of physical education and sport.
4. Explain the importance of ethics and values systems in the conduct of physical education and sport.
5. Explain the meaning and purpose of a profession, and then describe the professional organizations and publications in physical education and sport.
6. Describe the problems that affect the field and the current trends in the field.

ASSIGNMENTS:

This is a required course for majors. The class includes lectures, discussions and outside readings suggested at the end of each chapter in the textbook. This includes fourteen online chapter quizzes and a comprehensive final exam.

Tests – The course includes fourteen online chapter quizzes that can be taken a maximum of three times each. The highest score on each of the online quizzes score will be used to calculate your final grade. The final exam will be a comprehensive online test and it is about the equivalent of three quiz grades. Unlike the online quizzes, you may only access the final exam once.

The online quizzes are at www.quizlab.com and class attendance records and grades are at www.mygradebook.com. Log-in with the classword “sportfoundations” and your Campbell University ID as your password.

Email Address – Each student is required to have an email address and check it regularly. Announcements and notices regarding Quizlab and MyGradebook.com are sent via email.

Autobiographical Introduction – Write a short 1-2 page paper introducing your self. Where are you from? What are your interests? What is unique or interesting about your life? After your introduction, tell why you are interested in studying physical education. How did you first become attracted to physical education? What are your goals in the field of physical education? What characteristics do you have that will help you succeed in your chosen major, field, or career? In what areas do you need to improve to be successful in your chosen major, field, or career? *Keep a copy of your paper – it will not be returned.*

Evaluation: Pass/Fail

Survey on Views of Physical Education: A Report of Your Findings (Chapter 1 Assignment) – Take an informal random survey of non-majors or the general public, asking questions such as the ones below. Better still; make up your own questions for your survey.

1. When you think of physical education, what do you think of?
2. What do you like about physical education?
3. What do you dislike about physical education?
4. What is the value of a good school physical education program?
5. Do you think physical education should be required in high school?
6. Should it be required in college?
7. Would your opinion be different if it was graded pass-fail?

Record the responses to the questions and analyze your data. Write a report on the results of your survey keeping in mind that the assignment is designed to give you a sense of what other people think of your field. Some responses may be negative. Think carefully about the field and the image it has based on your survey. What is the public image of physical education? Based on your survey, does the public image of physical education need improvement? *Keep a copy of your paper – it will not be returned. Evaluation: Pass/Fail*

Personal Philosophy of Education and Physical Education (Chapters 8 and 9 Assignment) – After reading the chapters, write a brief (500 to 1,000 words, or 2-4 pages) personal philosophy of education and physical education. Reflect on your ideas about the issues raised in the text such as sport as a meaningful experience, the overemphasis on competitive sports, the conflicts between sport and physical education, the ethics of competition, sport and ethical values, and the concept of fair play and sportsmanship. *Keep a copy of your paper – it will not be returned. Evaluation: Pass/Fail*

Planning for a Future Career (Chapter 11 and 13 Evaluation) – After reading the chapters, write a brief (500 to 1,000 words, or 2-4 pages) paper on how you will prepare for a future career in the field. What skills and traits do employers seek? What do you have to offer an employer? What are the qualifications for the job you seek? What do you need to do to become qualified for the job? How will you differentiate yourself from others who are competing for the job you want? *Keep a copy of your paper – it will not be returned. Evaluation: Pass/Fail*

EVALUATION:

Online Quizzes and Final Exam	80%
Autobiographical Introduction (Pass/Fail)	5%
Survey on Views of Physical Education (Pass/Fail)	5%
Planning for A Future Career (Pass/Fail)	5%
Personal Philosophy (Pass/Fail)	5%

Final grades will be assigned using the 7-point scale.

A 93-100

B 85-92

C 77-84

Work below this level is not acceptable for a major student.

D 70-76

F 69 and below

Late papers may still receive a passing grade, but will lose the equivalent of one letter grade per weekday that the paper is late.

Online quizzes may not be made up except under the most extraordinary circumstances. The quizzes will be posted and available for several weeks so that students may improve their scores and increase their knowledge. Students that delay taking the online quizzes are unwise and often suffer consequences for their procrastination. Should it be necessary to make up an online quiz, the student be required to make an appointment to take a “closed book” written makeup quiz in the department office. The appointment must be scheduled within two weekdays of the quiz deadline.

ATTENDANCE:

It is University policy that instructors take attendance and that excessive absences (15 percent) may result in automatic failure of the course. It is important to note that the 15 percent rule covers all absences from class, excused and unexcused, including absences related to participation in athletic events, choir performances, major field trips and the like. The University's attendance policy will be in effect for this class. Students that are absent from 15 percent of the classes they are assigned to attend will receive a failing grade in the class.

Habitual tardiness for class should be avoided and may be penalized. Being late for class three times may result in the student being charged with an unexcused absence.

INCLEMENT WEATHER POLICY:

Campbell University policy is to remain in operation during periods of inclement weather. However, if such extreme and emergency situations occur so as to compromise that practice an announcement will be posted on the Campbell University Web Site (www.campbell.edu). A message is posted on a dedicated telephone line whereby anyone can call in and get the message. The numbers are on campus dial 5700; local, but not on campus, dial 910-814-5700; long distance, 1-800-760-8980. The campus radio station, WCCE (90.1 FM), will be notified with the announcement. Other radio and television stations in the vicinity will be notified.

TOPICAL OUTLINE:

- I. Course overview
- II. Chapter 1: What Are Physical Education, Sport and Kinesiology?
- III. Chapter 2: The Academic Foundations of Kinesiology
- IV. Chapter 3: Physical Education and Sport in the Ancient World
- V. Chapter 4: Physical Education and Sport in Medieval and Early Modern Europe
- VI. Chapter 5: The Early Development of American Physical Education and Sport
- VII. Chapter 6: The Rise of Modern Sport in the US and England (to 1905)
- VIII. Chapter 7: American Physical Education and Sport (1900 to 1996)
- IX. Chapter 8: Philosophy in Physical Education and Sport
- X. Chapter 9: Problems and Ethics in Sport and Physical Education
- XI. Life in the Fast Lane: World-Class Sport
- XII. Chapter 10: Traditional Careers in PE & Sport: Teaching and Coaching
- XIII. Chapter 11: New Careers in Sport and Kinesiology
- XIV. Chapter 12: The Face of Work in a High-Tech World
- XV. Chapter 13: Preparing for a 21st Century Career
- XVI. Chapter 14: International Physical Education and Sport Today
- XVII. Chapter 15: Current Issues in American Physical Education and Sport
- XVIII. Chapter 16: Into the 21st Century: New Directions and Future Concerns
- XIX. A Summary View: What Do You Do Next?

STUDENT SUPPORT SERVICES:

For disability and tutoring services, contact:
Susan Chriscoe
Director of Student Support Services
Office 256, Lundy-Fetterman School of Business
814-4364 or chriscoes@campbell.edu

For personality/career interest testing, and job placement services, contact:
John Creech, Assistant Dean of Student Services
Office 259, Lundy Fetterman School of Business
893-1901 or creech@campbell.edu

CLASS SCHEDULE

Wed	August	25	Introduction and class plans
Fri	August	27	Dr. William Freeman – “Autobiography” Due
Mon	August	30	Class Setup
Wed	September	1	Start Alternate Attendance – Group 2
Fri	September	3	Individual Conferences
Mon	September	6	Group 1
Wed	September	8	Group 2
Fri	September	10	No Individual Conferences – “Survey on Views of Physical Education” – Due – Room 100 Carter Gym by 12 noon
Mon	September	13	Group 1 – Chapter 1 Quiz Due
Wed	September	15	Group 2
Fri	September	17	Individual Conferences
Mon	September	20	Group 1 – Chapter 2 Quiz Due
Wed	September	22	Group 2
Fri	September	24	Last day to drop without a grade – Individual Conferences
Mon	September	27	Group 1 – Chapter 3 Quiz Due
Wed	September	29	Group 2
Fri	October	1	Individual Conferences
Mon	October	4	Group 1 – Chapter 4 Quiz Due
Wed	October	6	Group 2
Fri	October	8	Individual Conferences
Mon	October	11	Group 1– Chapter 5 Quiz Due
Wed	October	13	Group 2
Fri	October	15	Fall Break – No Individual Conferences
Mon	October	18	Group 1 – Chapter 6 Quiz Due
Wed	October	20	Group 2
Fri	October	22	Individual Conferences
Mon	October	25	Group 1 – Chapter 7 Quiz Due
Wed	October	27	Group 2
Fri	October	29	Individual Conferences
Mon	November	1	Group 1 – Chapters 8 & 9 Quizzes Due
Wed	November	3	Group 2
Fri	November	5	Individual Conferences
Mon	November	8	Group 1 – Advisement begins – Chapter 10 Quiz Due
Wed	November	10	Group 2
Fri	November	12	Individual Conferences “Personal Philosophy of Education and Physical Education” – Due – Room 100 Carter Gym by 12 noon
Mon	November	15	Group 1 – Chapter 12 Quizzes Due
Wed	November	17	No class – Dr. Woolard at NCAAHPERD Convention
Fri	November	19	No Individual Conferences – Dr. Woolard at NCAAHPERD Convention
Mon	November	22	Group 1 – Chapter 14 Quiz Due
Wed	November	24	Group 2
Fri	November	26	Thanksgiving Vacation – No Individual Conferences
Mon	November	29	Group 1 – Chapter 15 Quiz Due
Tue	November	30	Advisement Ends
Wed	December	1	Group 2
Thu	December	2	“Planning for a Future Career” – Due – Room 100 Carter Gym by 12 noon
Fri	December	3	Reading Day
Mon	December	6	Exams Begin – Chapter 16 Quiz Due
Friday	December	10	Exams End – Final Exam Due

There are no quizzes on Chapters 11 and 13.