



**SUL ROSS**  
KINESIOLOGY DEPARTMENT

**PE 1301-SW1**  
**Introduction to Physical Fitness and Sport**  
**Summer 2020**

**Dr. Billy Jack Ray**

**Assistant Professor - Kinesiology**

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**Office Hours:** MTWR 9-1 **By appointment** (email to set up an appointment)  
**Required Text:** Introduction to Physical Education, Exercise Science, & Sport 10<sup>th</sup> Edition by Angela Lumpkin, PhD  
**Meeting:** Online via Blackboard with other components

**Course Description**

An introductory course in the field of Kinesiology. Included will be the history of physical education and sport; health-related fitness concepts; nutrition for sport and athletics; career opportunities in Kinesiology; and objectives and principles of Kinesiology.

**Marketable Skills – The following marketable skills are met in this course:**

- **Creativity** –
- **Collaboration** –
- **Communication** – students will produce oral, visual, and written communication projects
- **Critical Thinking** – students will critically decipher a multitude of real-world scenarios
- **Career Readiness** – students will learn skills necessary to thrive in their chosen profession

**Program Learning Outcomes**

1. The Kinesiology and Sport Science students will understand the principles of motor learning; understand the practice for developing motor skills; apply knowledge to biomechanical principles; apply knowledge of individual and teams sports and understand the principles of dance, personal performance activities, recreational activities and outdoor pursuits (Movement Skills and Knowledge Domain).
2. The Kinesiology and Sport Science students will understand major body systems, principles of physical fitness and benefits of a healthy lifestyle; understand the principles and activities for developing cardiovascular endurance; understand principles and activities for developing and maintaining flexibility, muscular strength and endurance; and understand health and wellness concepts (Health-Related Physical Fitness Domain).
3. The Kinesiology and Sport Science students will know how to use effective instruction and assessment to prepare physically educated individuals; understand factors relevant to learning and performance in physical education and use knowledge to promote students' development; understand the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

**Learning Objectives**

**Standard I**

The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

**Competency 004**

The teacher understands and applies knowledge of individual, dual and team sports and activities.

**Standard II**

The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

**Competency 006**

The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.

**Standard III**

The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation and social skills through participation in physical activities.

**Competency 004**

The teacher understands and applies knowledge of individual, dual and team sports and activities.

**Competency 005**

The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities and outdoor pursuits.

**Attendance**

Attendance for class is mandatory. Every class day is a grade. **One letter grade will be deducted for every absence after four (4). Students with zero (0) absences (not including athletic related absences) will be exempt from the final exam.**

**GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS**

Grade calculation	% of Grade (Points)	Grading Scale	
Writing Assignments	45%(1 @ 50+6 @ 100=650 points)	> 1342 points	A
Quizzes/Test	20% (3 @ 100=300 points)	1192 – 1341 points	B
Final Exam	10% (1 @ 150=150 points)	1042 - 1191 points	C
Presentations (3)	20% (3 @ 100=300 points)	892 - 1041 points	D
Attendance (Participation in discussion)	5% (100 points)	< 892 points	F
Total Points	1500		

**No Late Assignments Will Be Accepted. Also,  
No Credit Will Be Given For Any Late  
Assignments**

# Course Schedule

<b>Days 1&amp;2</b>	Chapter 1 – Dynamic Fields <b>Quiz 1</b> 6-30-20	<b>Introduction Paper</b> 7-1-20
<b>Days 3&amp;4</b>	<b>Introduction PowerPoint Presentation</b> via video 7-2-20	<b>Introduction PowerPoint Replies to</b> <b>videos</b> 7-3-20
<b>Days 5&amp;6</b>	Chapter 2 – Ex & Sport Science <b>Quiz 2</b> 7-6-20	<b>Goals Paper</b> 7-7-20
<b>Days 7&amp;8</b>	Chapter 3 – Professions 7-8-20	Chapter 4 – Philosophy <b>Quiz 3</b> 7-9-20
<b>Days 9&amp;10</b>	<b>Philosophy Paper &amp; Philosophy</b> <b>PowerPoint Presentation via video</b> 7-10-20	<b>Philosophy PowerPoint Replies to</b> <b>videos</b> 7-13-20
<b>Days 11&amp;12</b>	Chapter 5 – Career Options 7-14-20	Chapter 6 – Preparing for a Career <b>Quiz 4</b> 7-15-20
<b>Days 13&amp;14</b>	<b>Test 1</b> 7-16-20	<b>Professional Organizations Paper</b> 7-17-20
<b>Days 15&amp;16</b>	Chapter 7 – Early Heritage in Sport <b>Quiz 5</b> 7-20-20	Chapter 8 – Early American Physical Education / <b>Quiz 6</b> 7-21-20
<b>Days 17&amp;18</b>	<b>Career Opportunities Paper</b> 7-22-20	Chapter 9 – 20 <sup>th</sup> & 21 <sup>st</sup> Century Physical Education & Sport <b>Quiz 7</b> 7-23-20
<b>Days 19&amp;20</b>	<b>Test 2</b> 7-24-20	<b>History Paper and PowerPoint</b> <b>Presentation via video</b> 7-27-20
<b>Days 21&amp;22</b>	<b>History PowerPoint Presentation</b> <b>Replies to videos</b> 7-28-20	<b>History PowerPoint Presentation</b> <b>Replies to videos</b> 7-29-20
<b>Days 23&amp;24</b>	Chapter 10 – Opportunities and Challenges <b>Quiz 8</b> 7-30-20	Chapter 11 – Issues in Sports <b>Quiz 9</b> 7-31-20
<b>Days 25&amp;26</b>	Chapter 12 – Leadership for Active Living <b>Quiz 10</b> 8-3-20	<b>Test 3</b> 8-4-20
<b>Days 27&amp;28</b>	<b>A Talk With Your Former Self Paper</b> 8-5-20	<b>ONLINE Final Exam</b> 8-6-20

## Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

### **Accidents & Injuries**

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

### **Academic Integrity Statement**

Academic integrity represents the choice to uphold ethical responsibility for one's learning within the academic community, regardless of audience or situation.

### **Academic Civility Statement**

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

### **Academic Affairs Service Statement**

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

### **Academic Excellence Statement**

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

### **ADA Statement**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu .