



SUL ROSS

KINESIOLOGY DEPARTMENT

PE 1301-001

**Introduction to Physical Fitness and Sport
Spring 2022 – LH 300 – MWF 9:00-9:50am**

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Office Hours: MW 11–12pm & 1–5pm **Or** by appointment (email to schedule)

Required Text: Introduction to Physical Education, Exercise Science, & Sport 11th Edition

Author: Angela Lumpkin, PhD

Publisher: McGraw-Hill Education

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** – students will be tasked with creating PowerPoint presentations
- **Collaboration** – students will interact with one another through a multitude of class discussions
- **Communication** – students will orally present research to the class
- **Critical Thinking** – students will be introduced to the idea of needing to critically decipher a multitude of real-world scenarios
- **Career Readiness** – students will be introduced to 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 team 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

1. The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
2. 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.
3. 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.
4. The teacher understands and applies knowledge of individual, dual and team sports and activities. The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities, and outdoor pursuits.
- 5.. The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.

GRADING POLICIES

Grade Calculations	Points	Grading Scale
SmartBook (via connect) - 12 weekly chapters	25 points each x 12 (300 points)	895-1000 A
Connect Unit Tests - 4 tests	75 points each x 4 (300 points)	795-894 B
Discussion Board Assignments - 3 discussions	40 points each x 3 (120 points)	595-694 C
In Class Assignments - 4 activities	70 points each x 4 (280 points)	594 and below F
	Total Points = 1000	

*Letter Grading as per SRSU policy will be used in this course.

TENTATIVE COURSE CALENDAR

Week	Topic	Activity
WEEK 1 1/10 – 1/14	Syllabus/Introduction	Discussion Board #1: Introduction
WEEK 2 1/17 – 1/21	Ch. 1 – PE, ES, & Sport – Dynamic Fields	Smartbook Module 1
WEEK 3 1/24 – 1/28	Ch. 2 – Exercise & Sports Sciences	Smartbook Module 2
WEEK 4 1/31 – 2/4	Ch. 3 – Professions of PE, ES & Sport Ch. 1-3 Review	Module 3 Unit 1 Test
WEEK 5 2/7 – 2/11	Ch. 4 – Philosophy of PE, ES, & Sport	Smartbook Module 4
WEEK 6 2/14 – 2/18	Ch. 5 – Career Options	Smartbook Module 5 Discussion Board #2
WEEK 7 2/21 – 2/25	Ch. 6 – Preparation for a Career	Smartbook Module 6
WEEK 8 2/28 – 3/4	Ch. 4-6 Review	Unit 2 Test
3/7 – 3/11	SPRING BREAK	
WEEK 9 3/14 – 3/18	Ch. 7 – Early Heritage Ch. 8 – Early PE & Sport in America	Smartbook Module 7 Smartbook Module 8
WEEK 10 3/21 – 3/25	Ch. 9 – 20-21st Century PE, ES, & Sport	Smartbook Module 9
WEEK 11 3/28 – 4/1	Ch. 7-9 Review	Unit 3 Test
WEEK 12 4/4 – 4/8	Ch. 10 – Opportunities & Challenges	Smartbook Module 10
WEEK 13 4/11 – 4/15	Ch. 11 – Issues in Sports	Smartbook Module 11 Discussion Board #3
WEEK 14 4/18 – 4/22	Ch. 12 – Leadership for Active Living	Smartbook Module 12
WEEK 15 4/25 – 4/29	Ch. 10-12 Review	Unit 4 Test

All Course Requirements Deadline

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of Wednesday in Week 15 at 11:59pm to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per above policy.

Late Work Policy

All coursework must be submitted by the provided due dates in Blackboard or Connect. Late work will be subject to the following deductions: Discussions/Responses/Assignments/ Quizzes/Final Projects carry a 5% deduction per day late; up to 30% maximum deduction. LearnSmart readings must be completed by the due date for credit.

UNIVERSITY POLICIES

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.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as 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. 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. Directions for filing a student complaint are located in the student handbook.

SRSU Library Info

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Disability Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

Academic Integrity Statement

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as

original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

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.