

RHODE ISLAND COLLEGE

Department of Health and Physical Education

COURSE NUMBER: PHYSICAL EDUCATION 140 Spring, 2010

COURSE TITLE: Introduction to Movement Sciences Wednesday and Friday 1100 - 1220 pm

INSTRUCTOR: Dr. Bennett J. Lombardo **OFFICE:** MC 139 **OFFICE HOURS:** M 1 & 2; Fri 9 & 10 **RIC EXTENSION:** 456-9688

E-MAIL: Blombardo@ric.edu

COURSE DESCRIPTION:

1. **Catalog Description:**

Emphasizing a scientific approach, this course introduces the student to the field of human movement. Included is an analysis of various philosophical, psychological, and physiological factors. Three (3) semester hours of credit.

2. **Extended Description:**

This course provides basic information about the physical education major, objectives of physical education and education in general, the reflective practitioner, and the scientific bases of the profession.

3. **Relationship to Professional Program:**

Students are able to examine their reasons for wanting to become a physical education teacher and to compare them with professional expectations. Students are also introduced to opportunities for employment and to selected issues in the field of human movement.

4. **Relationship to Knowledge Base and FSEHD:**

Through discussion and role playing, students explore multicultural and diversity issues in schools and the use of technology in physical education. Students are also provided with opportunities to compare the American education system with those of other countries. Examination of the PAR model also allows students to understand what is involved in being a reflective practitioner.

COURSE INFORMATION:

A. **Prerequisites:** NONE

B. **Text:** Wuest, D. A. and Bucher, C.A.; (2009). Foundations of Physical Education and Sport, 16th edition. New York: McGraw-Hill.

C. **Additional Selected Reading Assignments from:** JOPERD; Strategies; Teaching Elementary Physical Education; Research Quarterly for Exercise and Sport.

D. Course Objectives:

The Student Will:

1. Trace the history of physical education and sport from earliest times to the present.
2. Explain the contributions of selected civilizations to movement science and sport.
3. Identify events and factors which influenced the growth of physical education.
4. Identify some of the outstanding leaders in physical education over the course of history and describe their contributions.
5. Discuss recent developments in physical education, movement science and sport.
6. Discuss the implications from the study of the historical aspects of the field that will guide the professional future of physical education and sport.
7. Justify the need for every physical educator to develop a meaningful philosophy of physical education.
8. Develop a personal philosophy of physical education.
9. Describe the processes of inquiry and apply them to human movement.
10. Describe philosophies which have influenced the growth of physical education programs.
11. Discuss the philosophies of selected past and current leaders in physical education.
12. Define exercise physiology and understand the importance of exercise physiology to the practitioner.
13. Understand the concepts of health and motor performance fitness.
14. Understand and appreciate the role of exercise in achieving physical fitness.
15. Determine their body composition including relative body fat and ideal body weight.
16. Identify the effects of acute exercise and training on the body.
17. Define biomechanics and indicate its relationship to kinesiology
18. Identify the value of biomechanics for the movement science profession.
19. Understand selected terminology associated with the subdiscipline of biomechanics.
20. Describe some of the techniques used to analyze motion.
21. Demonstrate an understanding of selected mechanical factors which affect human movement.
22. The student will be able to classify movement patterns in a variety of ways.
23. Demonstrate an understanding of the factors that influence the process of skill acquisition.
24. Demonstrate how movement, physical education, and sport are socializing factors in American culture.
25. Identify and provide illustrations of cognitive, affective, and psychomotor types of learning.
26. Define motor learning and understand the influence of readiness, motor development, motivation, reinforcement, and individual differences in the learning of motor skills.
27. Understand the information-model of motor learning and the stages of learning and be able to draw implications for the teaching of physical education and sport.
28. Describe the psychological benefits of participation in sport and physical activities.
29. Discuss the roles of arousal, anxiety, and attention in the performance of motor skills and the application of intervention strategies to enhance performance.
30. Discuss the nature and scope of movement science and sport.
31. Discuss the sociological implications of education sport and physical education.
32. Describe and discuss dimensions of selected problems with which sport is confronted today such as those concerned with gender, children, minorities, violence, drugs, and the Olympics.
33. Identify and discuss issues pertinent to the study of human movement such as multi culturalism, diversity, inclusion, technology.
34. Demonstrate an understanding of the career opportunities in human movement.
35. Demonstrate an understanding of the effects of physical education and exercise programs (or lack of) on individuals and their impact on society.
36. Demonstrate an understanding of the need for daily required physical education programs for K-12.
37. Demonstrate an understanding of the factors which influence education, physical education and exercise programming.
38. Identify and define the components of wellness.
39. Demonstrate an understanding of basic nutrition concepts.

D. TOPICAL OUTLINE:

Week	Topic(s)	Assigned Readings (Chapter)
1	Introduction to Movement Science Requirements; RI College Programs	1 10
2	Goals & Objectives of PE & Sport Philosophical Foundations; History of Human Movement; WHY PEOPLE MOVE?	1, 2
3	Purposes and Functions of Human Movement	2, 3
4	Movement the Keystone of PE & Sport	4
5	Career Opportunities; Historical Foundations Biomechanics; EXAM #1	5, 6, 10
6	Biomechanics; History (Oral Presentations)	6; Readings TBA
7	Exercise Physiology; Fitness & Health	7
8	Concepts of Exercise Physiology Exercise Adherence	7, 12
9	Sociological Foundations; Media, Management, Issues in Human Movement, PED, Sport EXAM #2	8, 13, 14
10	Psychological Foundations of PED & Sport Motor Learning; Sport Psychology; Motor Performance; Physical Activity, Growth & Development	9
11	Skill acquisition & Feedback; Analysis of Teaching & Coaching; Careers in teaching & Coaching	9, 11
12	EXAM #3; Practice Conditions; Issues in Movement Science and Sport	7
13	Issues, Challenges, Careers in Movement Science; The Future of PED & Sport	15, 16

E. COURSE REQUIREMENTS:

Assignments:

1. History Assignment (Oral Presentation): Students will be assigned to groups to research a specific period of time. Students will prepare a 20-25 group presentation, including a timeline indicating significant factors such as events, individuals, groups, and organizations that influence movement science, sport, health, physical education, etc. during the assigned time period. Each student in the group will be responsible for presenting 4-5 items to the class about one of the significant factors or individuals represented in their time period. **Students in the audience are required to contribute, both orally and in print form, at least one additional historical item pertinent to that time periods.**

2. History Assignment (Individually Prepared Paper): Students will complete a historical analysis, individually prepare, using appropriate references, for the time period assigned. Appropriate references are required.
3. Reading Analyses: Students must complete four analyses of professional, research-based articles pertaining to the course content. A written analysis must be submitted. One article must focus on a formal piece of research, one article must investigate a movement science career, and one article must be derived from a credible, on-line, internet source from a professional source.
4. Personal Philosophy Assignment: Students are expected to describe their personal philosophy of movement, sport, physical education, and other issues...
5. Exams: There will be three in-class examinations.
6. Professional Portfolio: Each student will complete an initial professional portfolio. Minimal requirements for this professional portfolio include: 1) Career commitment Essay; 2) Profile of Personal Skills (e.g., Motor abilities; Fitness & Nutritional Data; Sport & recreational movement experiences); 3) Experience with school-age youth; 4) NASPE Standards Self- assessment; 5) RI Professional Teacher Standards Self-Assessment; 6) A Personal Movement Science Timeline; and 7) Miscellaneous (including at least one photo of self in a movement setting, i. e., in-action).

F. EVALUATION AND GRADES:

Personal Philosophy	20 points
Reading Analyses	5 points
Professional Portfolio	20 points
Class Participation	15 points
History Oral Presentation And History Paper	15 points
Examinations	25 points

Final grades will be based on accumulated point totals with the final letter grade based on the following scale:

Grade Number of Points Earned

A	90+
B	80+
C	70+
D	60+
F	59-

REFERENCES:

OTHER:

Students' assignments may be duplicated and utilized anonymously for the Health, Physical Education, and Recreation Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used. The instructor reserves the right to change the syllabus at any time during the semester. Students will be advised of any changes in class.

ACADEMIC STANDARDS

Academic Dishonesty

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism: intentionally or knowingly representation the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
 - Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
 - Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
 - Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39)

Many facts, ideas and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "a rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.