

Course Title: Beginning Swimming, Fall, 2003

Instructor: Dr. England **Email:** penglan@emory.edu **Phone:** 4-8350 **FAX:** 770/784-4677

Office Hours: MW 11:30-12:00 3:30-4 TTH 9:30-10; 2:30-3:30

COURSE DESIGN:

People who cannot survive in deep water are justifiably wary of the water. If you are both wary and fearful, you must practice controlling your fear rather than allowing fear to control you. Many times you will need to acknowledge your fear, then proceed even though you are afraid. Control your thoughts so that you can function in spite of your fear. Begin now, immediately, to talk with your self about how you will manage your fear of water in this class. How you command that fear will determine your success. It is important that you let me know about the specifics of your fear and of the methods you're choosing to manage it so I can help as we progress through the semester.

The purpose of this class is to give you comfort and safety in the underwater world. Comfort and safety comes only with ability to control your breathing and ability to relax and move effortlessly in the water.

It is most important that you come to the pool and practice between classes. The more often you are in the water, practicing your skills and honing control of your fear, the more quickly you will become comfortable.

Being comfortable and relaxed in deep water permits access to an environment unlike any other on earth. The underwater world can be peaceful and beautiful. Those who understand and respect the support of the water can enjoy and benefit from a myriad of underwater experiences.

Physical activities for this class include vigorous movement. Whenever there is a medical condition which would cause you undue risk or prevent your full participation in swimming, it is your responsibility to inform me immediately. If you have a chronic condition which limits your potential for fulfilling the requirements for this class, have your physician FAX a letter stating what you cannot do and) recommendations for physical activities you can use to achieve the goals of this course as listed above.

COURSE GOALS: By the end of the semester you will be able to:

1. jump into the water from the deep end of the pool and return safely to the side wall
2. survival float/stroke for thirty minutes in the thirteen foot water
3. swim 1/2 length of the pool using front crawl stroke and finish the length using the survival stroke; then rest and return 1/2 length using the front crawl stroke and finish the length using the elementary back stroke
4. bob with hands behind your back for five minutes non-stop in eight foot water
5. tread water for three minutes in the thirteen foot water
6. do a front flip and a back flip and return to wall in the thirteen foot water

COURSE TEXT: Resource material for this course will be given in class handouts

METHODS OF EVALUATION:

Written Work: There will be one written test on Sept.17. It will count 100 points.

Skills Tests—

jump into deep =50 points
thirty minute survival swim =300 points
length swims =100 points
bobbing =50 points
treading water=100 points
flips =200 points

CLASS PARTICIPATION AND CONTRIBUTION

You may earn up to 100 points. In order to earn these points you are expected to be an active participant in each class session and to be prepared for class (bathing suit, goggles, towel). If you do not feel well enough to participate in class activity you should attend class, take notes with your comments on activities of the day. Turn those notes in to me at the end of that class period.

Use class time effectively and help others benefit from this time. Demonstrate that you are making full effort to utilize the techniques and advice you are being given by your instructor. Consistently practice courtesy and support for your classmates. When I speak to you individually about any of these I am suggesting that you be more attentive to this aspect of your class participation and contribution grade.

Throughout the semester, there will be “unannounced” quizzes and one minute papers. These quizzes will be practice for the written test. Occasionally, you will write one minute papers at the beginning or end of class. I will ask you to give your thoughts about a matter or question. If you are absent when these are given, your participation grade is negatively affected, in addition to penalty for any overcut.

ABSENCE POLICY

Missing more than three classes will result in point reduction in your final grade for each overcut.

four absences = 50 point penalty (possible, but difficult to make A)
five absences = 150 point penalty (possible, but difficult to make B)
six absences = 250 point penalty (possible, but difficult to make C)
more than six absences = student will most likely make an F

It is important that you email me BEFORE any absence occurs. If you email me after an absence occurs, do so before the next class meeting. If LearnLink is down, you may leave a voice message (4-8350) instead. These emails or messages are only informative. They do not excuse any absence. Religious holidays are excused provided 1) you inform me in writing of your observance of the religious holiday in advance of the holiday.

If you believe you have justification for overcuts to be excused you must meet with me. I will want to know how you have used each of your previous absences. At that meeting we will decide whether make up work or penalty reduction is justified.

COME TO CLASS! If you do not feel well enough to physically participate, there are other ways you can contribute so that your grade will not be penalized. There are NO

MAKE UPS FOR WRITTEN WORK OR SKILLS TESTS without medical documentation except in very unusual circumstances. I cannot legally adapt grading standards without such documentation.

GRADING SCALE: no plus/minus scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = < 60

DRESS CODE: Wear goggles and a bathing suit appropriate for strenuous exercise. Wear no jewelry which interferes with motion. Street shoes are not permitted on the pool deck.

EQUIPMENT: Bring a towel and ear drops e.g., Swim Ear. You may wear ear plugs if necessary. You may NOT use nose plugs or hold your nose.

ATTENDANCE RECORD: You are responsible for initialing the roll as soon as you arrive in class. If you are late, there will be an X in your box. Indicate your presence by placing your initials and the date in a “tardy box.” Three (3) tardies will be equivalent to one absence.

AGREEMENT TO PARTICIPATE: All students are required to read and sign the Agreement to Participate Form prior to the first day of activity.

THE OXFORD COLLEGE STUDENT HONOR CODE: Article 2.A. “A student’s signature on a paper or test submitted for credit shall indicate he or she has neither given nor received unauthorized information on the work, nor has condoned the giving or receiving of unauthorized information by others.”

I expect that you will have read the Honor Code and that you will abide by its dictates. Whenever you take a written test or a skills test for this class you are under the dictates of the Honor Code. Therefore it is imperative that you read the skills tests descriptions carefully so that you can adhere to the Honor Code.

From **Steven R. Covey, The Seven Habits of Highly Successful People**,
“Principles of Personal Management”

“The successful person has the habit of doing the things failures don’t like to do. They don’t like doing them either, necessarily. But their disliking is subordinated to the strength of their purpose.” From E.M. Gray, “The Common Denominator of Success” You have to decide what your highest priorities are and have the courage—pleasantly, smilingly, nonapologetically—to say “no” to other things. And the way you do that is by having a bigger “yes” burning inside.

The key is not to prioritize what’s on your schedule, but to schedule your priorities.

“Time management” is really a misnomer—the challenge is not really to manage time, but to manage ourselves.

Conquering Anxiety

“Whether you believe you can do something or believe you can’t—you’re right!”
Henry Ford

“Educators have known for centuries, for a student to achieve academic success, it takes more than innate ability, competence, or the desire to learn. The key element in this process is having a positive attitude. A positive attitude becomes the catalyst, the supercharger propelling you along the road toward your goal.”