

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for KIN 20

INTRO TO PHYSICAL EDUCATION

Effective: Spring 2017

I. CATALOG DESCRIPTION:

KIN 20 — INTRO TO PHYSICAL EDUCATION — 3.00 units

Survey of Physical Education with emphasis on basic elements, foundations, specialty areas of further study, career opportunities and the relationship of Physical Education to other fields. This course will broaden student's understanding of how the philosophies and programs of physical education, exercise and sport have evolved to their current status.

3.00 Units Lecture

Grading Methods:

Discipline:

	<u>MIN</u>
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Describe the historical development of Physical Education, Exercise and Sport in the United States;
- B. Define various specialty areas within Physical Education including Kinesiology, Biomechanics, Exercise Physiology, Athletic Training, etc...
- C. Discuss major issues associated with the field and sub-fields of Physical Education;
- D. Forecast possible future trends in Physical Education in the United States;
- E. Explain the foundations of Physical Education as applied to teaching, coaching, science and research, sports, recreation, and associated careers;
- F. Develop an understanding of Physical Education through program observation;
- G. Differentiate various approaches to Physical Education at different levels of education, such as elementary, junior high, high school, college, and professional;
- H. Develop a personal philosophy of education and physical education;
- I. Advocate for the field of Physical Education;
- J. Formulate a future plan of study or employment within Physical Education, if desired.

V. CONTENT:

- A. Introduction to Physical Education, Exercise and Sport
 - 1. Overview of historical, anthropological, physiological, psychological, and sociological perspectives and contributions to the physical education discipline
- B. Introduction to Physical Education curriculum
 - 1. Lower division major requirements and recommendations
 - 2. Four year degree opportunities
 - 3. Graduate level requirements
 - 4. Sports, athletic and recreational opportunities
- C. Potential careers in Physical Education, Exercise, and Sport
- D. Opportunities, responsibilities and benefits of professional organizations in the field
- E. Proper resume preparation for the field; Establish a professional physical education resume.
- F. Methods of observing a physical education activity class at the different school levels.
- G. Class management strategies for various levels
- H. Purpose and use of various methods of video/film analysis in physical education, exercise and sport
 - I. Proper warm-up and cool-down exercises and routines for different levels
- J. Pedagogy of teaching skill level development for different age levels
- K. Andragogy of teaching skill level development of adult learners
- L. Oral presentation methods, verbal instructions and cueing in physical education, exercise and sport instruction
- M. Overview of professional organizations specific to physical education, exercise, and sport
- N. Philosophies of education, and specifically physical education, exercise and sport; Development of a personal philosophy.
- O. Careers in physical education, exercise and sport
 - 1. Sports management
 - 2. Sports communication
 - 3. Sports marketing

4. Sports psychology
5. Sports sociology
6. Leisure and recreation
7. Fitness/wellness
8. Sports medicine
9. Athletic Training
10. Pre-physical therapy
- P. Educational preparation for various careers
- Q. Opportunities and challenges in physical education and related fields
- R. Current issues related to physical education, exercise and sport
- S. Title IX and what it has done to improve the physical education, exercise and sports opportunities for women
- T. Special issues of youth sports
- U. Differences and similarities between intercollegiate athletics, interscholastic athletics, international and professional opportunities
- V. Adaptive physical education
 1. Equality and accessibility for individuals with disabilities
- W. The direction of physical education, exercise, and sport in the future
- X. Importance of recreation and leisure time for the student's lifestyle
- Y. Importance and benefits of lifetime activity and lifelong physical education

VI. METHODS OF INSTRUCTION:

- A. **Discussion** -
- B. Assigned projects
- C. Assigned and recommended readings
- D. **Lecture** -
- E. Multi-media from video/film, internet, etc...
- F. Quizzes
- G. Examinations
- H. **Guest Lecturers** -

VII. TYPICAL ASSIGNMENTS:

A. Reading 1. Assigned readings from textbook, local newspapers, journals, and websites B. Writing, critical thinking 1. Short essays describing/summarizing readings 2. After reviewing the traditional philosophies presented in the text, and viewing several philosophies on professional organization websites, develop your own educational philosophy. (2 pages) C. Projects 1. Videotaping of specific physical activity skill or skills instruction. 2. Observation of physical education class(es) at various levels of education/age. 3. Written and oral presentations of video/observation findings. 4. Establish a personal resume for a physical education career of your choice. 5. Interview a professional physical education instructor, coach, or athlete

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Projects
4. Class Participation
5. Other:
 - a. Methods
 1. Quizzes in essay format
 - a. Typical quiz questions:
 1. What is the major role of a physical education instructor?
 2. Explain the relationship between Physiology and Physical Education.
 2. Examinations in essay format
 - a. Typical examination questions:
 1. Explain the historical development of Physical Education in the United States of America.
 2. Define and describe the five traditional philosophies of education.
 3. Class participation and attendance
 - a. Participation in class discussions will be monitored
 - b. Attentiveness to class discussions/presentations will be assessed through quizzes
 4. Projects
 - a. Typical projects may include:
 1. Presentation of self-made film of motor skill instruction and development to class peers.
 2. Participation in a mock interview for physical education employment.

B. **Frequency**

1. Frequency
 - a. Weekly quizzes
 - b. Two examinations
 - c. 1-3 projects as deemed appropriate by Instructor

IX. TYPICAL TEXTS:

1. Lumpkin *Introduction to Physical Education, Exercise Science and Sport Studies*. 4th ed., McGraw-Hill, 1998.
2. Lumpkin *Physical Education and Sport: A Contemporary Introduction*. 4th ed., McGraw-Hill, 1998.
3. Buck, Jable, and Floyd *Introduction to Physical Education and Sport: Foundations and Trends*., Thomson/Wadsworth, 2004.
4. Floyd and Allen *Introduction to Careers in Health, Physical Education, and Sport*., Thomson/Wadsworth, 2004.

X. OTHER MATERIALS REQUIRED OF STUDENTS: