Contact Information:
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Cell: 619-992-7758
Office hours: Wednesdays, 11:45 am - 12:45 pm and/or by appointment

Purpose of the Course: To prepare future elementary classroom teachers with the content knowledge to instruct quality K-6 Physical Education. Lecture materials will be based on content knowledge, best practice, theory and research to help students teach a comprehensive physical education curriculum.

Course Overview or Description: Presentation of various elementary physical education principles and topics toward understanding the basis of a comprehensive Physical Education program in grades K-6; and, designed in conjunction with the lab class to increase students’ comfort level of teaching and knowledge of developmentally appropriate practices to implement quality P. E. into their future teaching career through peer micro-teaching settings and offsite clinical fieldwork.

Course Learning Objectives:
Students should be able to:
1. Define physical education and its role in elementary school
2. Identify key components in the evolution of physical education and its impact
3. Identify components of a quality physical education program
4. Describe the benefits of physical activity for young people
5. Describe various teaching styles and appropriate scenarios
6. Understand appropriate techniques for management and discipline
7. Identify fitness components and principles of exercise
8. Define appropriate methods for skill instruction
9. Develop strategies to incorporate academic subjects with physical education
10. Identify methods of evaluating and assessing student learning

Course Materials:
-Access to Blackboard (www.blackboard.sdsu.edu) and internet for downloadable documents
-7 Scoring Sheets (2 for exams and 5 for in-class projects - posted on Blackboard)

Expectations and Class Policies:
ENS 241A is a professional development course. You should…
- Attend all class meetings.
- Arrive on time and stay until the end.
- Silence mobile phones and electronic devices that tweet, chirp, beep, etc.
- Review assigned readings/slides before class.
- Bring necessary scoring sheets and pencils to all classes.
- Have access to assigned materials during class (Power Points, text assignments, readings).
- Interact with subject matter: take notes, ask/answer questions, pair- or group share.
- Communicate with classmates for missed class information.
- Communicate in a *timely fashion* with the instructor when special circumstances occur.

**Assessment & Grading:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Details</th>
<th>Points</th>
<th>Due</th>
<th>Student Learning Outcome #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exam #1</td>
<td>Multiple Choice, True/False, Matching and Short Essay items on topics covered Weeks 1-7. Scoring sheet and no. 2 pencil needed</td>
<td>75 pts</td>
<td>October 14, 2015 (tentative)</td>
<td>1</td>
</tr>
<tr>
<td>2. Pop Quiz</td>
<td>Multiple choice, True/False, and Matching test items on topics covered in lecture, articles and/or readings, may be announced or unannounced</td>
<td>Up to 10 pts each</td>
<td>Various</td>
<td>1</td>
</tr>
<tr>
<td>3. Reading Quiz</td>
<td>Multiple choice, True/False, and Matching test items on a particular article and/or reading, to be assigned outside of class and submitted in class one week later</td>
<td>Up to 10 pts</td>
<td>Various</td>
<td>1</td>
</tr>
<tr>
<td>4. Interactive Student Activities</td>
<td>In-class discussion on assigned topic(s), may be independent work, partners, or small group</td>
<td>Up to 10 pts</td>
<td>Various</td>
<td>1, 2</td>
</tr>
<tr>
<td>5. Exam #2</td>
<td>Multiple Choice, True/False, Matching and Short Essay items on topics covered Weeks 8-15. Scoring sheet and no. 2 pencil needed</td>
<td>75 pts</td>
<td>TBD</td>
<td>1</td>
</tr>
</tbody>
</table>

**Note:** Pop Quiz, Reading Quiz, and Interactive Student Activities are at the discretion of the instructor and may be announced or unannounced throughout the semester. Each assignment will be worth up to 10 points for a total of 50 points. Always come prepared to class with materials, including scoring sheets and no. 2 pencil.

**Grading Criteria:**

**Assignments:** During the semester, students will be given a variety of assignments to complete in and out of class. Such assignments may consist of announced and unannounced Pop Quizzes, take home quizzes, interactive student activities during class, etc., totaling 50 points. Assignments may be based on course readings (assigned articles posted to Blackboard), curriculum readings, and lecture material given at the discretion of the instructor. Only one make-up for a missed assignment will be permitted during the semester and is due prior to the next class meeting (typically one week) and will only receive half value.

**Readings:** Assigned readings (either from text or articles placed on Blackboard) are expected to be read prior to class.

**Exams:** There will be 2 exams (as noted in the Schedule), totaling 150 points, throughout the semester. Students are expected to take exams at the scheduled times. Only one make-up for a missed exam will be permitted and is only administered within one week of missed exam.
Students must bring scoring sheet (posted to Bb by instructor) and a #2 pencil for each exam. Exams will be based on lecture materials, articles, and readings from the text.

**Grades:** Exams and Assignments will be posted to Blackboard in a timely fashion. It is the responsibility of the student to monitor points and report any discrepancies to the instructor in a timely manner (typically within one week).

**Grading Scale:**
The grading scale in ENS 241A is based upon a point system. A total of 200 points are possible. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
<td>180-200 (180-184=A-; 185-200=A)</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
<td>160-179 (160-165=B-; 166-173=B; 174-179=B+)</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
<td>140-159 (140-145=C-; 146-153=C; 154-159=C+)</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
<td>120-139 (120-125=D-; 126-133=D; 133-139=D+)</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
<td>119 or below</td>
</tr>
</tbody>
</table>

***NOTE: LS majors must complete course with grade of at least C or must retake the class.***

**Student Add Policy (per ENS policy):**
Students must be enrolled simultaneously in ENS 241B to be enrolled in the 241A section unless retaking 241A only. At the discretion of the instructor, space permitting, and allowed by the ENS Department, students with the following criteria will be added in order according to the following criteria:

1st: Liberal Study pre-majors for whom the course is required for the major and in order of total number of units completed in the major.
2nd: Undergraduate non-majors seeking a specialization or minor for whom the course is required and in order of total number of units earned at or transferred to SDSU.
3rd: Any other students in order of total number of units earned at or transferred to SDSU.

**Academic Integrity:**
All work submitted in this course must be your own and produced exclusively for this course. Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. The use of sources (ideas, quotations, and paraphrases) must be properly acknowledged and documented. Work revealing academic dishonesty will receive a grade of zero (0) and a written report documenting the dishonesty will be submitted for inclusion in the SDSU student file. For more information on the SDSU’s General Catalog regarding cheating and plagiarism, “Policies and Regulations” at: [http://arweb.sdsu.edu/es/catalog/2014-15/GeneralCatalog/143_UniPolicies.pdf](http://arweb.sdsu.edu/es/catalog/2014-15/GeneralCatalog/143_UniPolicies.pdf)

**Students with Disabilities:**
If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that the Counselor for Students with Disabilities send a letter verifying your disability. Appropriate accommodations will be granted from the day necessary documentation is received. Course accommodations will not be applied retroactively (e.g., after an examination).
Religious Observances
University Policy on Absence for Religious Observances includes the following statements: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.” Please notify the instructor in a timely manner and a reasonable accommodation will be reached.

Syllabus is Subject to Change
This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Outline:
*Tentative Schedule, as of 8-15-15*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>Intro, Class Objectives and Expectations</td>
<td>ENS 241A Syllabus</td>
</tr>
<tr>
<td>2</td>
<td>9/2</td>
<td>The Evolution of Elementary P.E. The Need for Physical Activity</td>
<td>DPE: Ch. 1, pgs. 1-8, DPE: Ch. 12, pgs. 231-246</td>
</tr>
<tr>
<td>3</td>
<td>9/9</td>
<td>P.E. Content Standards</td>
<td>DPE: Ch. 1, pgs. 9-16 + *Web documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Components of a Quality P.E. Curriculum Development</td>
<td>DPE: Ch. 1, pgs. 16-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DPE: Ch. 4, pgs. 60-75</td>
</tr>
<tr>
<td>4</td>
<td>9/16</td>
<td>Maturation vs. Development Growth and Development of Children</td>
<td>DPE: Ch. 2, pgs. 20-33</td>
</tr>
<tr>
<td>5</td>
<td>9/23</td>
<td>Improving Instructional Effectiveness</td>
<td>DPE: Ch. 5, pgs. 75-101 (omit “How to do it” sections)</td>
</tr>
<tr>
<td>6</td>
<td>9/30</td>
<td>Preparing a Quality Lesson</td>
<td>DPE: Ch. 3, pgs. 35-58</td>
</tr>
<tr>
<td>7</td>
<td>10/7</td>
<td>Management &amp; Discipline</td>
<td>DPE: Ch. 6, pgs. 103-127</td>
</tr>
<tr>
<td>8</td>
<td>10/14</td>
<td>EXAM #1</td>
<td>Bring Scoring Sheet and no. 2 pencil</td>
</tr>
<tr>
<td>9</td>
<td>10/21</td>
<td>Movement and Brain Research, Subject Integration</td>
<td>DPE: Ch. 11, pgs. 206-229</td>
</tr>
<tr>
<td>10</td>
<td>10/28</td>
<td>Physical Fitness</td>
<td>DPE: Ch. 13, pgs. 250-263</td>
</tr>
<tr>
<td>11</td>
<td>11/4</td>
<td>Student Evaluation and Assessment</td>
<td>DPE: Ch. 8, pgs. 145-163</td>
</tr>
<tr>
<td>12</td>
<td>11/11</td>
<td>NO CLASS – VETERAN'S DAY</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/18</td>
<td>Legal Liability, Supervision and Safety</td>
<td>DPE: Ch. 9, pgs. 169-182</td>
</tr>
<tr>
<td>-</td>
<td>11/25</td>
<td>NO CLASS – BE THANKFUL!</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>12/2</td>
<td>Active and Healthy Schools</td>
<td>DPE: Ch. 14, pgs. 296-308</td>
</tr>
<tr>
<td>15</td>
<td>12/9</td>
<td>Children with Disabilities</td>
<td>DPE: Ch. 7, pgs. 130-143</td>
</tr>
<tr>
<td>12/?</td>
<td></td>
<td>FINAL EXAM #2: TBD</td>
<td>Bring Scoring Sheet and no. 2 pencil</td>
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</tbody>
</table>

*Web documents (The following documents are to be downloaded – but do not need to be printed):
School of ENS Learning Goals and Objectives:

**Learning Goal 1.** Demonstrate core critical thinking skills and dispositions to ask and answer questions relevant to exercise and nutritional science

- **Objective 1.1:** Critically evaluate published research in the discipline
- **Objective 1.2:** Evaluate alternative solutions to a discipline-based problem.
- **Objective 1.3:** Present opposing viewpoints and alternative hypotheses on issues in exercise and nutritional science.
- **Objective 1.4:** Critically evaluate current trends and practices using disciplinary knowledge.
- **Objective 1.5:** Actively seek out discipline-based questions as opportunities to apply core critical thinking skills.

**Learning Goal 2:** Demonstrate effective oral, written, and other interpersonal skills to help communicate knowledge and promote health and wellbeing in diverse communities.

- **Objective 2.1:** Use effective technical writing skills to communicate information about exercise and nutritional science.
- **Objective 2.2:** Use effective oral presentation skills to present information to peers and other professionals.
- **Objective 2.3:** Use effective interpersonal skills as part of an ongoing and guided dialogue with individuals who may benefit from modifying their health behavior.

**Learning Goal 3.** Demonstrate understanding of scientific concepts, principles, and methods used in the study of exercise and nutritional science

- **Objective 3.1:** Identify and explain the underlying assumptions of different research paradigms used in exercise and nutritional science.
- **Objective 3.2:** Identify the steps in the scientific method of research.
- **Objective 3.3:** Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations.
- **Objective 3.4:** Articulate the strengths and limitations of various research designs.
- **Objective 3.5:** Design a research study and collect, analyze, and evaluate findings in relation to a proposed hypothesis.

**Learning Goal 4.** Use an array of technologies to support inquiry and professional practice

- **Objective 4.1:** Use the internet and e-mail to communicate with others and find valid information.
- **Objective 4.2:** Use various technology instrumentations to measure phenomena of interest.
- **Objective 4.3:** Use software programs appropriate to discipline to organize, analyze and interpret findings.
- **Objective 4.4:** Use presentation software to report project findings.

**Learning Goal 5.** Demonstrate ethical decision making, cultural competency, and civic responsibility when applying knowledge of exercise and nutritional science.

- **Objective 5.1:** Identify and explain components of ethical decision making, cultural competency and civic responsibility applied to exercise and nutritional science.
- **Objective 5.2:** Use non-discriminatory/inclusive language when working with peers and clients in on-campus and off-campus settings.
- **Objective 5.3:** Design an exercise/nutrition prescription or lesson plan that considers cultural differences that may influence implementation.
Objective 5.4: Participate in a student/professional organization or community service activity related to exercise and nutritional science.

Learning Goal 6. Use biological, behavioral, psychosocial, and ecological theory-based perspectives to design and evaluate behavior change interventions in exercise and nutritional science.

Objective 6.1: Differentiate between biomedical and biopsychosocial explanations of health and wellness.

Objective 6.2: Describe the biological, psychological, social, and environmental correlates and determinants of behavior change relevant to physical activity and diet.

Objective 6.3: Integrate multilevel determinants into behavior change interventions for individuals, communities, and populations.

Objective 6.4: Evaluate the efficacy and effectiveness of behavior change interventions in exercise and nutritional science.

Learning Goal 7. Use the principles of assessment to evaluate a variety of measurement tools in exercise and nutritional science.

Objective 7.1: Explain the various kinds of validity evidence necessary to determine the quality of objective and subjective measures used in exercise and nutritional science.

Objective 7.2: Evaluate the validity and reliability coefficients for a variety of tools to determine their quality.

Objective 7.3: Evaluate the responsiveness, sensitivity, and specificity of measurement devices used in exercise and nutritional science.

Objective 7.4: Collect data to examine the reliability or objectivity of common measurement tools in exercise and nutritional science.

Objective 7.5: Evaluate the feasibility of different measurement tools in various settings.

Objective 7.6: Describe ways to implement a measure or test to increase its reliability.

Learning Goal 8. Demonstrate the ability to integrate and apply knowledge and skills through experiential learning opportunities.

Objective 8.1: Implement a physical activity, rehabilitative, or nutritional plan in an applied setting and assess its effectiveness.

Objective 8.2: Administer assessments in a variety of special populations, including children/adolescents, young adults, and older adults.

Objective 8.3: Organize and structure learning and research environments to maximize their quality and safety.