

Course Syllabus  
**KINE 4328 WELLNESS AND FITNESS IN CHILDREN (EC-12)**  
Spring Semester, 2011  
Department of Kinesiology  
School of Nursing and Allied Health

**COURSE DESCRIPTION**

Wellness and Fitness in the Elementary and Secondary Schools an overview of program planning activities for elementary, junior and senior high schools. Activities will include daily and unit lesson plans, class organization, special programs, classroom management, evaluation, and physical fitness techniques. Field experiences will be a component of the class. A prerequisite for student teaching.

**COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

This course is intended for Kinesiology majors in Teacher Education. KINE 2230, along with most of the kinesiology core requirements should be completed before taking this course. This is one of the courses completed just prior to student teaching.

**INSTRUCTOR INFORMATION**

Name: Heather Massanova  
E-mail: hmassanova@hbu.edu  
Office Phone:281-649-3687  
Office Location: Nursing #123  
Office Hours: TU/TH 9-11 and 1-2 MWF 11-12 M 10-11 or by appointment.

**LEARNING RESOURCES**

Course Text(s): Introduction to teaching physical education : principles and strategies / Jane M. Shimon. Human Kinetics

**RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY**

University mission and purpose statement from the Houston Baptist University Catalog, 2008-2010 (p. 16-17): “The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, ‘Jesus Christ is Lord’”.

“...Committed to providing a responsible and intellectually stimulating environment that:

- fosters spiritual maturity, strength of character, and moral virtue as the foundation for successful living
- develops professional behaviors and personal characteristics for life-long learning and service to God and to the community

- meets the changing needs of the community and society
- remains faithful to the ‘**Nature of the Institution**’ statement”

“...Promotes learning, scholarship, creative endeavor, and service”.

In accordance with the University purpose, this course endeavors to:

1. Provide a supportive atmosphere for students from all backgrounds, which foster intellectual and social interaction in the teaching-learning processes;
2. Encourage academic excellence, freedom, and objectivity;
3. Promote the development of critical and creative thinking, compassion, responsibility, and continuing interest in learning and wellness.

### **RELATION TO COLLEGE GOALS AND PURPOSES**

The Kinesiology Department emphasizes the goals of the School of Nursing and Allied Health with the inclusion of multiple learning approaches; a challenging criterion; and the use of reliable, fair methods of evaluation. The Kinesiology Department works to:

1. Prepare the student to obtain academic excellence;
2. Introduce the student to various fitness and wellness areas in the field;
3. Invite the student to be aware of the needs and areas of study available in the community, region, nationally, and internationally; and
4. Promote the development of critical and creative thinking, compassion, responsibility, and continuing interest in learning and the field of kinesiology.

### **RELATION TO DEPARTMENTAL GOALS AND PURPOSES**

Houston Baptist University Department of Kinesiology is committed to fashioning and cultivating a genuine practitioner in the science of human movement; preparing candidates to assume professional roles in education, in fields aligned with rehabilitation and prevention, and within the environments of sport and exercise. The candidate displays expert knowledge; proficient competencies, and professional disposition suited for success in the profession.

### **COURSE OBJECTIVES**

#### Overview/purpose of the course

Wellness and Fitness in Children is designed to introduce the Kinesiology major to ideas, concepts, and theories involved in planning wellness and physical education program activities for elementary and secondary school students. The course will include daily and unit lesson plan preparation, class organization, special program designs, classroom management, as well as other resources that are available to the teacher. Field experiences will also be included to give the student a first hand look at elementary, intermediate, and secondary physical education concepts in action.

Upon completion of this course, the Kinesiology student will understand the concepts of:

1. Curriculum development
2. National Standards and state standards for Physical Education
3. Physical Education curriculum models
4. Establishing philosophy, goals, objectives, and policies
6. Developing assessment plans
7. Maximize learning and effective teaching techniques
8. Critical Observation in the field (at the elementary, intermediate, and high school sites)

**Technology, writing, or oral objectives**

The student will be required to demonstrate accomplished writing skills on assignments; display the ability to use technology in writing and research activities; and exhibit appropriate oral and communication skills.

**TOPICAL OUTLINE**

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

Class Date or Meeting	Topic: Class Assignment
	Introduction Syllabus History of Physical Education
	Purpose benefits and Philosophy <a href="#">Assignment 1: Teaching Philosophy (10)</a>
	Duties and Challenges <a href="#">1 Assignment: Teaching Philosophy due (10)</a>
	Organization and instruction Observation Techniques/Forms/Information
	Motivation <a href="#">Assignment 2 (10)</a> <a href="#">2 Assignment:</a>
	<a href="#">EXAM 1 50 points</a>
	Behavior Management
	Scope and Sequence
	Lesson Planning <a href="#">Assignment 3 (10)</a> <a href="#">3 Assignment:</a> <a href="#">Rotation 1 (Elementary) Observations are due (25)</a>
	<a href="#">EXAM 2 50 points</a>
	Student Assessment
	Technology and resources (conclude textbook reading) <a href="#">EXAM 3 50 points</a>
	Careers in Physical Education
	Subject Integration and <a href="#">Assignment 4</a> <a href="#">4 Assignment: Developing the Lesson Plan (15)</a>
	“ Professionalism” <a href="#">Rotation 3 (High School) Observations are due (25)</a>
	<a href="#">FINAL</a>

**TEACHING STRATEGIES**

This is a lecture-based course with student participation and interaction. Web-based resources will be investigated as well. Assignments will be utilized to review students' writing skills, investigative abilities, and creativity. Written exams will be used to assess student retention. Each student will complete three (3) educational setting rotations, four (5) hours each rotation (15 hours total) at the following: 1. Elementary, 2. Middle School, and 3. High School.

## **ASSESSMENT OF LEARNING**

### Course requirements

All work must be submitted on time; attendance at each class, activity, or event is mandatory (most approved late submission will be assessed a 50% point penalty per late day, late work due to legitimate conflicts must receive approval from the Professor). Make-up work is at the discretion of the Professor, however all planned absences from course activities must have prior approval. Illnesses must be reported to the Professor prior to beginning of the scheduled class or activity.

### Grading standards

Student assignments, field work, and research sections will be scored using a "Rubric" indicating a set of rules and instructions for grading/scoring used by the professor, or other professionals evaluating the submitted assignment(s).

### Student appraisal

Attendance	50 (-5 per absence; -1 per late)	A = 293-325
Exams (4)	155	B = 260-292
Assignments (4)	45	C = 228-259
Observations (3)	<u>75</u>	D = 195-227
Total Points	375	F = < 194

## **CLASS POLICIES**

### **CLASS POLICIES**

#### **Academic Integrity**

HBU views any act of academic dishonesty as a violation of the very heart of the nature of the University as expressed in this Catalog. Academic dishonesty occurs when a student submits the work or record of someone else as his own or when a student has special information for use in an evaluation activity that is not available to other students in the same activity.

It is the responsibility of the faculty member or academic administrative officer to establish clearly whether academic dishonesty has occurred. The faculty member will decide whether to assign a zero for the specific component of work involved or an "F" for the course in the case of a classroom violation. The faculty member shall report the incident to the Dean of the College. All such violations are reported to the Vice President for Academic

Affairs for review and possible response. In the case of admissions testing or documentation, the student may be barred from admission by the University Admissions Committee. The student may appeal the action in the case of a classroom violation to the Dean of the College involved or to the Director of Admissions in the case of admissions testing or documentation violations.

A Standards Committee within each College will serve as a hearing committee to assure that the student receives a fair hearing in matters of grade appeal. The committee may take further action when academic dishonesty has occurred or may recommend further action to the Vice President for Academic Affairs or a standing University committee, i.e. Academic Affairs or Admissions Committees. In the cases of serial violations, or academic dishonesty whose influence extends beyond the boundary of a single course, the President of the University, on the recommendation of the Vice President for Academic Affairs, may suspend a student from the University for cause. In every case, however, the grade assigned in the course is determined by the instructor.

The instructor in every class should notify students of the policy regarding academic dishonesty at the beginning of each term. However, failure to do so by that means does not invalidate the implementation of these policies in all cases. Inclusion in this Catalog is considered sufficient notice to all students of University policy and procedures in this matter. The student should be aware that suspension from the University or other administrative action may be taken in cases of academic dishonesty.

Please refer to the current catalog for the university's policy and procedures regarding academic honesty. Note that the university utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. All major papers for this course will be submitted to the plagiarism prevention software, **Turnitin.com** on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process which must include the class identification number and class password.

In accordance with FERPA, and to best protect the students' privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. However, Turnitin will ask for the student's name and e-mail address when setting up a personal account. This identifying information will be used by the professor to evaluate the student's paper and cannot be viewed by other faculty or students. To further increase confidentiality, the student may choose to use a pseudonym (false name) when setting up his or her personal Turnitin account.

If a pseudonym is used for Turnitin, the student must provide this identifier next to his/her typed name on the paper copy which is submitted to the professor. Five (5) points will be deducted if the professor is unable to easily match the paper copy to the Turnitin submission of the student's paper.

### **Grievance procedures**

Grades in academic courses may be appealed by the student through the office of the dean in whose college the course was taught. Students should first discuss disputed grades with the faculty member. If no resolution can be achieved, an informal hearing will be scheduled by the dean before a Standards Committee that exists in each college. The membership of the committee is composed of both student and faculty representatives. The Standards Committee hears the presentation of both parties in informal setting. No legal representation is allowed. Formal due process is not observed. The Committee has no coercive authority to force the change of a grade; however, the hearing aspect of the Committee process serves to assure integrity in the assigning of grades to students by faculty. If a student questions any grade as recorded in the Registrar's Office, the student has a period of one (1) year beginning with the end of the term in which the grade was awarded, or six (6) months after the degree is conferred (whichever comes sooner), to challenge the accuracy of the grade. At the end of this period, the permanent record will become the absolute record and a record may NOT be changed for any reason. A faculty member may not initiate a grade change after one calendar year.

### **Absence and Tardy Policies**

Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the

student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of “F” for the course, regardless of his performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university’s policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

Additionally, after the third absence the following attendance policy will be in effect: **Minus 5 points are assessed for each absence and -1 point for each late arrival** (after 2 late arrivals, -2 points are assessed). **A student arriving after roll is taken, must see the professor immediately after conclusion of the class, otherwise the -5 points may be recorded. If illness, or other conditions make it impossible to attend class, or late arrival is expected...please phone the professor’s office prior to the beginning of class with an explanation.** A decision will be offered if it is excused, or unexcused.

### **Late work**

All assignments must be submitted on time, if a late assignment is anticipated, the professor must be informed, and a decision will be rendered. No late assignments will be accepted without professor approval. All exams must be taken as scheduled, unless prior approval is granted by the professor. No makeup exams will be offered unless the student had prior approval for missing the scheduled exam.

### **Missed tests**

Exams must be taken on the scheduled date and time. Exams cannot be “made up” unless prior approval was granted by the professor. No exceptions.

### **Incomplete Grades**

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

### **Degree Plans**

Before an undergraduate student with 64 semester hours of credit can register, the student must have an approved degree plan on file. A transfer student who transfers more than fifty (50) semester hours must file a degree plan before the first day of the second semester in residence. A transfer student who expects to receive Veteran’s Administration benefits must file a degree plan before the initial registration. The degree plan is based on the HBU Catalog in effect at the time of the student’s initial enrollment in the University and will be valid for a period not to exceed seven (7) years from the date of initial enrollment. Students who fail to enroll in the University for more than two consecutive terms must meet the requirements of the HBU Catalog in effect at the time they re-enroll in the University.

### **Learning Disabilities/Academic Accommodations:**

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at [504@hbu.edu](mailto:504@hbu.edu) to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of

Accommodations will then be sent to the professor(s). Please refer to the website, [www.hbu.edu/504](http://www.hbu.edu/504) for all accommodation policies and procedures.

#### **Children in classroom**

No children are permitted in the classroom.

#### **Classroom Behavior Expectations**

Students are full partners in fostering a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom. Unless otherwise approved by the instructor, students are prohibited from engaging in any form of behavior that detracts from the learning experience of fellow students. Inappropriate behavior in the classroom may result in a request for the offending student to leave the classroom.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: **activated cellular phone or other device (included notebook computers)**, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the teacher or other students, missing deadlines, prolonged chattering, reading newspapers during class, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness.” In addition there will be **NO food or beverages** consumed during the class meeting, or exam periods. **No one is permitted to leave the classroom** unless prior arrangement has been granted by the professor. Please, no caps are to worn in the classroom.

#### **Early Alert**

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life . To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

#### **Email Policy**

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

#### **PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS**

Heather Massanova

Instructor's Signature

*Heather Massanova*

November 15, 2011