Course Description and Objectives
This course is intended to acquaint physical education teaching and exercise science majors and minors with four areas of Physical Education. These areas include: The University, College of Education and Human Services, and the Department of Health, Physical Education and Recreation’s organization, the history and philosophy of physical education, the effects of sociology on physical education and sport, and the employment opportunities available to physical education professionals.

In keeping with the above course content, PEP 2000 has the following objectives educational opportunities and course assessments.

I. (1) To identify the make-up of the University as it pertains to the College of Education & Human Services and the Department of Health, Physical Education and Recreation.
(2) To show that a relationship exists between Physical Education and the general education program and that there is a need to know how the system works and how students can use the system.
A. Students will tour facilities, receive information from University personnel, and participate in classroom activities to increase their knowledge of how this university works including the library and HPER building.
ASSESSMENT: Assessment of this objective will be determined by mandatory attendance, participation and examination. Students will also self tour the facility.

II. (3) To describe, discuss and evaluate the cultural influences and philosophies of physical education as it emerged during the Greek and Roman times. (4) to continue through history to determine contributions to physical education of early leaders, research specialists and fitness experts. (5) To discuss the emergence of Physical Education as a profession from its American inception in 1885.
A. Students will attend class to discuss and review the history and philosophy of physical education. Students will participate in active discussion on the philosophical influences of early leaders and their effects on the history of physical education. Students will be exposed to additional outside readings to enhance this educational experience.

ASSESSMENT: Assessment of this objective includes class attendance, discussion participation and written examination. Students will also research literature and complete an annotated bibliography including articles written on the history of physical education.

III. (6) To understand the Social-Development Model and how gender, race, ethnicity and other social influences affect this model. (7) To introduce students to the social problems and issues associated with physical education and sport. (8) To inform students of the current trends and future issues in physical education as affected by social issues.

A. Students will attend class to discuss and review social issues as they relate to physical education and sport. Students will participate in active discussion, view video tapes from current programs such as; “48 hours”, “Between the Lines” (ESPN), “60 Minutes”, and other similar television programs. Students will be exposed to additional outside readings and sources of information to enhance their educational experience.

ASSESSMENT: Assessment of these objectives will include class attendance, discussion of social issues and written examination. Students will research outside literature and complete an annotated bibliography to include topics in this area of interest.

IV. (9) To identify the various careers that require preparation in physical education. (10) To acquaint students with the overall field of physical education as a profession and to make decisions about their intended course of study.

A. Students will attend class to discuss and review physical education professions and the future job market in physical education and sports. Students will participate in active discussions of jobs related to physical education and sport. Students will be exposed to current professionals within the areas of physical education at both the public school level and the university level.

ASSESSMENT: Assessment of these objectives will include class attendance, evaluation of class speakers, written examination and interviewing someone in their area of interest. Students will be required to interview one professional in that area. Students will be required to search the Internet to find information on what’s available in the areas of physical education and sport.
Course Requirements
Class Format: Lecture, discussion and participation.

Assignments
All class assignments turned in for credit must be typewritten and must follow the general guidelines specified for each. APA writing style will be used for all assignments. Margin sets as follows: Top 1.25, (Name as a header at one inch) Right and Bottom 1.00, and Left 1.50.

A. ANNOTATED BIBLIOGRAPHY: Each student will complete an annotated bibliography to include 5 sources (at least one from each area listed) from the history of physical education, from any social issues in physical education, or from employment and professional issues in physical education. Students will follow the guidelines provided by Connie Woxland, the department resource librarian. All sources must be from a referred journal and in APA format. See the guide on the Library Web site for instructions and proper formatting (50 points).

B. INTERVIEW ASSIGNMENT: Each student is required to interview someone in the career field of their choice within Physical Education and write a two page report on that interview. Included in this syllabus are possible questions you can ask in your interview. You will be graded on organization, content, and writing quality. Do not interview HPER Faculty without first talking to me. Same formatting guideline apply to this assignment (50 points).

C. QUIZZES: There will be 10 quizzes given at my discretion over the semester at the very beginning of class that will not be made up if you are not in attendance or if you are late to class. You may make up a quiz if you missed class for a University Excusable Reason (see student handbook) within one week of your missed class. Attendance is very important in the learning process. If you are in class to take all 10 quizzes, you may opt out of the second exam (50 points).

D. EXAMINATIONS: Two exams will be given covering the material from class discussion, text readings and guest speakers as scheduled in the topical outline. Exams will not be comprehensive (200 points).

Evaluation
Standard evaluation will be used in this class:
90% and above will be some type of A.
80-89% some type of B (B-, B or B+) etc.

USU Accommodations for Disabilities
Students with disabilities are encouraged to discuss their special needs with the instructor, preferably during the first week of the semester. All reasonable accommodations will be made
to see that disabilities do not restrict student’s opportunities to learn. Help is also available from the Disabilities Resource Center.

Text, Optional

GRIEVANCE POLICY:
Students who feel they have been unfairly treated (in matters other than, discipline or admission, residency, employment, traffic and parking - which are addressed by procedures separate and independent from the Student Code) may file a grievance through the channels and procedures described in the Student Code, Article VII, Grievances pp 25-30.

PEP 2000 – Introduction to Physical Education
Topical Outline and Readings

Week of:
1/5        Introduction, Class procedures, Assignments, etc.  Library Information Session: (1/13)
1/12       Purpose, Definitions, and Objectives of Physical Education and Sport.  Orientation to the organizational structure of USU, The College of Education, and The Department of Health, Physical Education and Recreation.
           Life Span Activity
           READINGS:  Chapter I
           A. Students will self tour the HPER Facility, complete map included in syllabus marking major rooms and activity centers for personnel use.
1/19       History and Philosophy of Physical Education and Sport
           The origin of physical education
           Ancient Greece to Nineteenth Century America
1/26       The period of change in American Physical Education and Sport – 1885-to-1930
           The emergence of a profession, the History of AAHPERD
           The new systems of physical education
           Scientific development, women in physical education, the early modern
Olympics, and post WWI physical education

READINGS: Chapter 2 & 3

2/2 Continue with the History of Physical Education - 1930-to-Present
Sport, fitness and physical education, WWII, teacher education and graduate
physical education B. The fitness crisis and the Modern Olympics continued.
Changing philosophies in physical education, fitness and sport

Annotated Bibliography Due By: 2-5-2015

Readings: Chapter 4

2/9 Continue the History of Physical Education and Sport.

2/16 Complete the history of physical education and sport, Review for midterm. NO CLASS TUE.

2/23 FIRST EXAM WED-FRIDAY - NO CLASS THURSDAY, YOU MAY USE THAT TIME
TO TAKE THE EXAM. The exam will be in Canvas, taken only in the computer lab in
ESLC, room 131 from 7:00 am until midnight either of the days.

3/9 SPRING BREAK

3/16 NO CLASSES – SHAPE AMERICA NATIONAL CONV.

3/2-4/20- Guest speaker
Professions in Physical Education – TBA on guest speakers in different areas of physical
education and sport.
Readings: Chapters 14-20
Interview Assignment Due By: 2/20/2015

SECOND EXAM IN HPER 114

ADDITIONAL CLASS COST:

There is no additional cost for this class.
Information Interviewing Guidelines

Purpose
 To learn firsthand about what it is like doing a particular kind of work in a particular organization.
 To get information about what the opportunities are in a given field or organization.

Basic Approach
You are in the process of making some decisions about your career and you want to learn more about the opportunities in a given field for someone with your skills and experience. You are not asking this person for a job; you are just gathering information on which to base some decisions.

Examples
 What is your job like?
 What do you do on a typical day?
 What are the most important personal satisfactions connected with your occupation?
 What are the things you like least about your job?
 What are some of the daily problems or challenges you encounter?
 What steps did it take to reach this present position?
 Are there any social obligations related to your job?
 Does any of your previous experience help you?
 What courses in college helped you the most?
 What kinds of changes are occurring in your field?
 What is the best way to enter this occupation?
 How does a person progress in this field?
 What are the advancement opportunities?
 What are the major qualifications for success in this particular occupation: i.e., personal traits and abilities?
 How does your job relate to your lifestyle?
 What kinds of people do you have to deal with in your job?
 What would be your advice to students preparing to enter this field?
 Do you know of anyone else I might speak with about this field?