

Syllabus for  
**HLSS 200—Introduction to Exercise Science and Physical Education**  
3 Credit Hours  
Fall 2016

I. COURSE DESCRIPTION

A study of the basic concepts and principles that form the foundation of health, exercise science and physical education. Designed to acquaint the student with the organized body of knowledge in the disciplines and provide while exploring different career options and issues in the discipline. Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student do the following:

- A. Learn the basic foundations of health, exercise science and physical education, through a study of the underlying principles and concepts.
- A. Obtain an understanding of the history of the fields of health, exercise science, and physical education.
- B. Gain the knowledge and understanding required to develop a realistic philosophy of health, exercise science and physical education.
- D. Study of the different career fields in health and exercise science.
- E. Understand different issues and trends involved in the field.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Discuss the values and contributions of health, exercise science and physical education, to an individual's total development. (SC 1)
- B. Develop a personal philosophy of health, exercise science and physical education, as it relates to his or her field of study. (SC 1)
- C. Be prepared for the chosen career path.

The course goals for the Teacher Preparation Program meet the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. (SC 1)

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
  - 1. Textbooks
    - Lumpkin, A. (2014). *Introduction to physical education exercise science and sport studies* (9th ed.). Columbus, OH: McGraw Hill.  
ISBN-13: 970078022661
  - 2. Other
    - None

- B. Optional Textbooks/Materials  
None

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
  2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
  3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
    - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
    - b. Failing to meet group assignment or project requirements while claiming to have done so;
    - c. Failing to cite sources used in a paper;
    - d. Creating results for experiments, observations, interviews, or projects that were not done;
    - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
  4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
  5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
    - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
    - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. Class Attendance

- a. Student is expected to attend and participate in all class activities unless administratively excused. Only administrative excuses on the proper form are accepted. Excessive absences can reduce a student's grade or deny credit for the course. **Illness and injuries are not considered excused absences.**

**Unexcused Absences**

Based on Days Each Week Class Meets During Semester			Letter Grade Reduced From Final Grade
1/Week	2/Week	3/Week	
1-2	1-4	1-6	0
3	5	7	1
4	6	8	2
5	7	9	3
6	8	10	Fail the Course

Every two tardies are considered an unexcused absence. Arriving late to class causes disruption and demonstrates a lack of respect for the instructor and the University.

C. Course Policies and Procedures

1. Evaluation Procedures

a. Grading:

(1)	Exams (2) & Quiz on Presentations	(1)	50%
(2)	Written Assignments		<u>50%</u>
			Total 100%

b. Grading scale:

A=90%  
B=80%  
C=70%  
D=60%  
F=59% and below

- c. Two regular unit tests and a presentation are given during the semester. Tests are announced in advance and cannot be made up unless administratively excused.

- d. Written assignments are required. Papers must follow the form and style as presented by the instructor. The details are presented in class.

2. Whole Person Assessment Requirements

None

3. Course Attendance

- a. Each student is allowed to miss class six times. This allowance is for absences such as illness, personal business, and an emergency. If a student has absences in excess of this number, the earned grade for the course will drop by a letter grade for each additional absence.
- b. Coming late to class causes a disruption and an inconvenience to the other class members and the professor. Therefore, every two tardies equal one absence.

- c. Administratively excused absences for university-sponsored activities are considered absent unless the student has done the following:
  - (1) Informed the professor before the event.
  - (2) Presented an administrative excuse form with appropriate signatures upon returning to class.
  - (3) Submitted any work due during the administratively excused absence.
  - (4) Has not committed to class presentation on the date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a presentation during the excused absence.
  - (5) Submitted work prior to the excused absence.
4. Course Incompletes  
An incomplete is given only after the student establishes, with the instructor and the department chair by written petition, that his or her work is incomplete for good cause (i.e., lengthy illness, death in the family). A Petition for Incomplete Grade with all supporting documentation must be submitted for approval at least one week prior to final exam week.
5. Course Examinations  
All late examinations will be assessed a late fee unless the student missed the exam due to an administratively excused absence. If the student has not made up the missed exam by the following class period, a grade of zero will be given for the missed examination. A letter grade may also be deducted on an unexcused later examination.
6. Completion of Course  
All assignments are due on the dates assigned by the instructor and announced in class. Any assignment received after the scheduled due date is penalized one letter grade per day, including weekends, breaks, and holidays.

## VI. COURSE CALENDAR

<b>Weeks</b>	<b>Topics</b>
1	Chapters 7 – History of Profession
2	Chapter 8 & 9, History of Profession
3	Worksheets and <b>Exam #1</b> (Chapters 7-9)
4	Chapter 1 – Overview of Profession (Chapters 1-2) Assignment on Personality Assessment and Goals and Objectives
5	Chapter 4 – Philosophy Lecture and Assignment Chapter 3 – Characteristics of a Profession (website assignment)
6	Journal Reading Assignment Career Lectures
7	Career Lectures Resume Assignment
8	Review for Exam #2; <b>Exam #2</b>

<b>Weeks</b>	<b>Topics</b>
9	Go over trends & Issues Assignment
10	Teacher Lectures on Trends & Issues
11	Students' presentation on Issues and Trends
12	Students' presentation on Issues and Trends
13	Students' presentation on Issues and Trends
14	Students' presentation on Issues and Trends Quiz on Presentations

Course Inventory for ORU's Student Learning Outcomes  
**HLSS 200—Introduction to Exercise Science and Physical Education**  
**Fall 2016**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	<b>OUTCOMES &amp; Proficiencies/Capacities</b>	<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
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<b>1</b>	<b>Outcome #1—Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge			<b>X</b>	
1B	Sensitivity to the Holy Spirit			<b>X</b>	
1C	Evangelistic capability			<b>X</b>	
1D	Ethical behavior	<b>X</b>			

<b>2</b>	<b>Outcome #2—Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking		<b>X</b>		
2B	Information literacy	<b>X</b>			
2C	Global & historical perspectives		<b>X</b>		
2D	Aesthetic appreciation			<b>X</b>	
2E	Intellectual creativity		<b>X</b>		

<b>3</b>	<b>Outcome #3—Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle				<b>X</b>
3B	Physically disciplined lifestyle				<b>X</b>

<b>4</b>	<b>Outcome #4—Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills		<b>X</b>		
4B	Interpersonal skills		<b>X</b>		
4C	Appreciation of cultural & linguistic differences		<b>X</b>		
4D	Responsible citizenship		<b>X</b>		
4E	Leadership capacity		<b>X</b>		