**SYLLABUS**

**MISSISSISSIPPI VALLEY STATE UNIVERSITY**

**COLLEGE OF EDUCATION**

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND, RECREATION**

**PE 303-01 Physiology of Exercise CREDIT HOURS: 3**

**Fall 2018**

**Instructor: Mr. Robert Wright, Jr.**

**Office Location: HPER Complex, 36**

**Office Hours: M&W: 12-2PM; T & TH: 11-12 & 3-4 F: By Appointment**

**Email Address:** **robert.wright@mvsu.edu**

**Class Meetings Location/Time: MWF 11-9:50**

**Contact Information: 610-757-8698**

**Prerequisite**: 301

**Course Description**

**PE 303 is designed to allow students the systematic approach to the analysis of the physiological aspects of the human body during light, heavy and moderate exercise. This course is structured for individuals in the sports medicine field, and for those teaching elementary, junior high, high school and college students. This course will provide teacher candidates in physical education with a strong foundation in these areas.**

**Purpose:**

**The purpose of this course is to acquaint the student with the necessary information and background material in order to administer parks and recreation programs. In addition to background information, special emphasis will be places on the scope of recreation and leisure in modern life and an analysis or current administrative theory.**

1. Objective: Knowledge

**GENERAL GOALS**

**The general course goals for PE 303 include:**

. 1. Understand and Demonstrate how Exercise Physiology is transferred to the consumer (e.g., students with diverse needs)( TIAI 11; 17 INTASC 1,4; NASPE1,5,6)

 2. Describe the historical evolution of exercise physiology from physical education (TIAI 10,15; INTASC 6,10; NASPE 1,5)

 3. Differentiate homeostasis and steady state (TIAI 16,17; INTASC 1,4; NASPE 1,6)

4. Differentiate between ATP-PC system, Glycolysis, Krebs Cycle and the Electron Transport Chain(TIAI 30,31;INTASC 7,8,9; NASPE 1,7)

 5. Demonstrate activities and sports that lie within the ATP-PC system, anaerobic and aerobic pathways (TIAI 7,5;INTASC 1,2,5,7; NASPE 2,3,7)

 6. Understand, analyze, demonstrate and evaluate testing of Maximal Aerobic Power (TIAI 11,14;INTASC3,4,5,6; NASPE 4,5,6,8)

 . 7. Utilize instructional material to promote critical thinking in designing Aerobic programs of appropriate intensity and durations TIAI 3,21,22;INTASC 1,2,4,6,7 NASPE 1,2,5,6,8,9)

 8. Understand the components of health related and skilled related aspects of fitness (TIAI 11, 17,18;INTASC 2,3,4;NASPE 3,5,6,)

 9. Understand the effects of nutrition on exercise performance(TIAI 9,10,29; INTASC 5,6; NASPE5, 6)

 10. Employ technology as a an informational and instructional tool

**REQUIRED TEXTS AND OTHER RECOMMENDED MATERIALS**

Howley, S. &. Scott, P. (2008). *Exercise Physiology Theory and Application To Fitness and Performance.* (7th Ed.) McGraw Hill Publishing. New York, N.Y**.**

**Recommended Materials: Textbook**

**ATTENDANCE**

Class attendance and participation is vital to your success and development as a competent, effective administrator. Attendance is mandatory. Participation is a requirement of this course. Participation means you must be actively involved in the discussion and presentations by both the instructor and students.

**Classroom Rules**

You have ten minutes to get to class before the door closes, once it closes you may not enter.

**CHEATING AND PLAGIARISM**

\*\*\* Mississippi Valley State University will not tolerate cheating in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation of students’ academic performance and erode the quality and value of degrees conferred by the University.

**MAKE-UP POLICY**

Make up may be allowed depending on the circumstances with an official excuse from the MVSU Student Affairs office. In addition, all students are allowed 24 hours after the missed day to make up any missed assignments.

**TEACHING/LEARNING STRATEGIES**

Teaching methods employed in RE 413 includes lectures, direct instruction, inquiry-based instruction, various group work strategies, student research presentations, critical thinking, demonstrations, class discussions, video presentations, power point presentations, simulations, games, and handouts.

**TECHNOLOGY**

Internet assignments, videos, PowerPoints, word processing for all written assignments, and computer programs, CD-ROM; VCR. Web Site Assignments, role playing, and online tests.

**PERSONAL ELECTRONICS**

Do not use personal electronics (e.g., cell phones,, computers, and tablets) during class, unless instructed otherwise. If your phone rings during class, you will be asked to leave. If you are on your phone during class, when the teacher didn’t allow you to be on it you will be asked to leave.

**EVALUATION AND GRADING CRITERIA**

**Grades for the course will be calculated based on rubrics and data from:**

1. Tests (3)………………………………….. 100 points each
2. Quizzes (4)………………………..……… 50 points each
3. Class Assignments(4)………………………25 points each
4. PowerPoint Presentations (2)………………100 points each
5. Final Exam…………………………….200 points

**Grading Scale**

900-1000= A

800-890= B

700-790= C

600-690= D

590 and below=F

**GENERAL RUBERIC**

1. Excellent: Full Accomplishment
2. Proficient: Substantial Accomplishment
3. Marginal: Partial Accomplishment
4. Unsatisfactory: Little Accomplishment

**ASSESSMENT STRATEGIES**

1. Periodic test and final examinations
2. Portfolio of individual’s course, self-evaluation and presentations scored with rubrics.
3. Critique articles and research which relate to issues/topics in organization & administration scored with rubrics.
4. Research Presentations scored with rubrics.

**Recreation Center Project Guidelines**

1. Students will have a $1-2 million budget to spend
2. Budget and Expenses
3. Public or Private Funding?
4. Name of your Recreation Center
5. Multipurpose Facility or dealing with a particular sport
6. What sports or sports will be in your recreation center?
7. What programs will be in your building?
8. How many employees will you employ?
9. What positions will employees be in?
10. Polices and Rules for Recreation Center?
11. Pros and Cons of building your Recreation Center

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| **ADA Statement** | Any student requiring accommodations or services due to a disability must contact the University College, Office of the ADA Coordinator, located in Office #2 of the Earnest A. Boykins, Jr. Academics Skills Parlor. The coordinator can be contacted directly at 662-254-3446 or through the University College office number at 662-254-3442. The student requiring special instructional strategies should, in writing, make these special needs known to the instructor during the first week of the course. |

**Schedule**

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| **Week** | **Day** | **Topic** |
| Week 1 | Monday | Introduction Orientation, Syllabus/Calendar Schedule of Assignments |
|  | Wednesday & Friday | Chapter 1 Review |
| Week 2 | Monday | Chapter 2 Review |
|  | Wednesday & Friday | Chapter 2 Assignments |
| Week 3 | Monday | Chapter 3 Review |
|  | Wednesday & Friday | Chapter 3 Assignments |
| Week 4 | Monday | Test Review for Chapter 1-3 |
|  | Wednesday & Friday | Test  |
| Week 5 | Monday | Chapter 4 Review |
|  | Wednesday & Friday | Chapter 4 Assignment  |
| Week 6 | Monday | Chapter 5 Review |
|  | Wednesday & Friday | Chapter 5 Assignments |
| Week 7 (Midterm ) | Monday | Midterm Review  |
|  | Wednesday & Friday | Test 2 Chapter 4 & 5 (Midterm) |
| Week 8 | Monday | Power Point Presentations |
|  | Wednesday & Friday | PowerPoint Presentations |
| Week 9 | Monday | Chapter 6 Review |
|  | Wednesday & Friday | Chapter 6 Assignments |
| Week 10 | Monday | Chapter 7 Review |
|  | Wednesday & Friday | Chapter 7 Assignments |
| Week 11 | Monday | Chapter 8 Review |
|  | Wednesday & Friday | Chapter 8 Assignments |
| Week 12 | Monday | Chapter 9 Review |
|  | Wednesday & Friday | Chapter 9 Assignments |
| Week 13 | Monday | Test Review (Chapter 6-9) |
|  | Wednesday & Friday | Test 3 |
| Week 14 | Monday | PowerPoint Presentations |
|  | Wednesday & Friday | PowerPoint Presentations |
| Week 15 | Monday | Exercise Day |
|  | Wednesday & Friday | Exercise Day |
| Week 16 | Monday | Project Review  |
| Week 16 | Wednesday & Friday | Final Project Due  |

 **“ The schedule and procedures as presented in this syllabus are subject to change in the event of extenuating circumstances. You will be given written notifications of any significant changes.”**

**BIBLIOGRAPHY AND RELATED READING AND RESEARCH**

Mood, D. Musker, F., and Rink J. (2007). *Sports and Recreational Activities*. (14th ed). McGraw-Hill Companies. Champaign, IL

Golding, L. Myers, C., and Sinning, W. (1989) *Y’s way to physical fitness*. Champaign, IL: Human Kinetics.

Ballou, R.B. (1998). *Badminton for beginners*. 2nd ed. Stamford, CT: Wadsworth/Thompson Learning. Written for beginner but also discusses intermediate and advanced skills.

Cone. T.P. , P. Werner, S.L. Cone, and A.M. Woods. (1998). *Interdisciplinary teaching through physical education.* Champaign, IL: Human Kinetics

Mitchell-Taverner, C. (2005). *Field hockey techniques and tactics*. Champaign, IL: Human Kinetics

McColl, G. (2005). *Golf Basics.* New York, NY: Doubleday.

Vickers, J. (1978) *Instructional design for teaching physical activities.* Champaign, IL: Human Kinetics

Novosel, J. and Garrity, J. (2004) *Tour Tempo.* New York, NY: Doubleday.

Rowe, Charles. (2003). *Pop Culture and the Media*: The Unruly Trinity. 2nd Ed. McGraw Hill Publishing: New York, N.Y.

Mosston, M. and S. Ashworth. (1986). *Teaching physical education* 3rd ed. Columbus, OH: Merrill

Graham, G., Holt/Hale, S. & Parker, M. (2006). *Children Moving: A Reflective Approach to Teaching Physical Education*. 7th Ed. Mayfield Mountain View, CA

Graham, G., (2006). *Teaching Children Physical Education: Becoming a Master Teacher.* 4th Ed. Human Kinetics, Champaign, IL.

Lumpkin, A. (2006). *Physical Education: A Contemporary Introduction*, Time Mirror/Mosby. College Publishing, St. Louis, MO 63146

Pangrazi, R. (2004). Dynamic Physical Education\_ 13th. Ed. Allyn & Bacon: Needlham Heights, MA.

Siedentop, D., (2006). *Introduction to Physical Education, Fitness, and Sport,* (6th Ed.). Mayfield Publishing Company, 1280 Villa Street, Mountain View, CA 94041.

Bloom, M., (2001). *Run with champions: Training Programs and secrets of America’s 50 greatest runners.* New York, NY: St. Martin’s Press.

McCann, S., (1999). *Karate everyone.* Winston-Salem, NC: Hunter Textbooks

Journal of Physical Education and Recreation, American Alliance for Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, VA 22091.

Louisiana Association for Health, Physical Education, Recreation, and Dance Journal, LAHPERD Journal, Dept. H & PE, UNO, New Orleans, LA 70122.

Research Quarterly for Exercise and Sport/The Physical Educator/UPDATE, American Alliance for Health, Physical Education, and Dance, 1900 Association Drive, Reston, VA 22091.

Journals of Sport Psychology, Exercise Physiology, Motor Learning, Sport Sociology, etc.

**READING/RESEARCH/SUPPLEMENTAL MATERIALS**

Physical Activity and Health. A Report of the Surgeon General. (1996). ERIC document: ED40229 Sondag, K.A. and others. (1996). The Professional Preparation and Development of Physical and Health Educators. ERIC document: ED392748.

**Professional Journals**

Journal of Physical Education and Recreation, American Alliance for Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, VA 22091.

Louisiana Association for Health, Physical Education, Recreation, and Dance Journal, LAHPERD Journal, Dept. H & PE, UNO, New Orleans, LA 70122.

Research Quarterly for Exercise and Sport/The Physical Educator/UPDATE, American Alliance for Health, Physical Education, and Dance, 1900 Association Drive, Reston, VA 22091.

**Academic Selected Content Standards:**

 Mississippi State HPE K-12 Content Standards <http://www.mde.k12.ms.us>

**Selected Health and Physical Education Standards:**

NASPE National Association of Secondary Physical Education K-12-Standards

 AAHPERD American Alliance for Health, Physical Education, Recreation and Dance- Bench Marks- [www.aahperd.org](http://www.aahperd.org)

**Selected Teacher Education Standards**

INTASC Interstate New Teacher Assessment and Support Consortium Standards for Beginning Teacher Licensing and Development in Elementary Teacher Standards <http://www.intasc.org> NCATE Unit Standards for Elementary Teacher Education Candidates <http://www.ncate.org>

**The supplemental resources and web sites:**

Internet Resources

 American Alliances for Health, Physical Education, Recreation, and Dance: This professional organization’s site features research, information on its national convention, and links to related resources.

[www.aahperd.org](http://www.aahperd.org)

 American College of Sports Medicine: This site offers information on the positive effects of exercise.

[www.acsm.org/sportsmed](http://www.acsm.org/sportsmed)

 American Council on Exercise: This site features fact sheets on topics such as choosing shoes, cross-training, and getting started on an exercise program.

 CDC National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP): This site includes a study of physical inactivity and its connection to cardiovascular health and chronic conditions.

[www.cdc.gov/nccdphp/phyactiv.htm](http://www.cdc.gov/nccdphp/phyactiv.htm)

 The Cooper Institute for Aerobics Research: This site includes scientific updates, new studies, continuing education courses, and health products and publications.

[www.cooperinst.org](http://www.cooperinst.org)

 Fitness Jump site: This is a resource of fitness-related information on the internet.

<http://primusweb.com/fitnesspartner>

PE Central <http://www.pecentral.org>

 Just Move!: This American Heart Association health and fitness site includes recent fitness news, association activities, and answers to frequently asked questions.

[www.justmove.org](http://www.justmove.org)

 Physical Activity and Health: A Report of the Surgeon General: This site offers a summary of the evidence for the benefits of physical activity and recommendation guidelines for fitness programs.

[www.cdc.gov/nccdphp/sgr/sgr.htm](http://www.cdc.gov/nccdphp/sgr/sgr.htm)

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