



**Reinhardt University  
Physical Education Department (PED)**

**SSP 230 010: Health and Physical Activity for Education Majors  
(3 credit hours)  
Spring 2024**



**Course Syllabus**

**General Course Information**

Class Time/Days: Online Course – Session I (March 11-May 5)  
Instructor: Kinsey Galyon  
Office Hours: By appointment for Online Course  
Email: klg@reinhardt.edu

Location: Online Via Canvas  
Office: N/A (Adjunct)  
Phone: N/A (Adjunct)

**Catalog Course Description**

This course emphasizes content knowledge for health instruction in Grades P-5 and appropriate teaching content and practices for movement activities. The course counts toward degree requirements for Early Childhood Education majors. No prerequisite.

**Reinhardt Credit Hour Statement: 3 Credit Hours**

Over 8 weeks, students will spend variable number of minutes per week in lectures, class discussions, and examinations. Instructional time includes a 3-hour final exam. Out-of-class work includes homework and preparation for exams and quizzes and is variable number of minutes per week (6750 minutes for the semester).

**Course Delivery - Expectations for Online Instruction**

This course will be delivered in an online format, in asynchronous fashion (meaning students never have to be online at the same time). All class content and materials are available via Canvas course site.

**Text/Course Website**

- Required Text: None
- Website: Reinhardt Canvas (<https://reinhardtuniversity.instructure.com/login/ldap>)

**Purpose of the Course**

The course is designed to provide students with a base of knowledge for effective health instruction in grades P-5, an understanding of typical school safety and first aid procedures, and comprehension of appropriate methods for teaching movement activities to children. The course also provides an overview of the policies, procedures, and expectations of the Price School of Education, and an introduction to alternative certification routes for non-teacher education majors.

**Sport Studies Program Goal and Outcomes**

The Sport Studies Program is designed to develop graduates with a broad cultural perspective of sport, with practical skills suitable for employment in sport-related settings, and with ethical and moral characteristics suitable for assuming leadership roles in contemporary society.

Students graduating with a degree in Sport Studies should be able to:

1. Communicate effectively in academic courses and internship/practicum placements as evidenced by written, spoken, and visual examples.
2. Exhibit personal integrity and leadership skills as evidenced by documented experiences in academic courses and internship/practicum placements.
3. Recognize moral and ethical issues associated with sport (from contemporary and historical perspectives).

4. Analyze social, cultural, and historical factors influencing the development of sport organizations, and the decision-making processes for sport leaders in those organizations.
5. Work collaboratively and in leadership roles in a sport-related professional career setting.

### **Course Student Learning Outcomes**

Students completing this course should be able to:

1. comprehend Georgia Health and Physical Education requirements for public school grades K-12.
2. define and explain the significance of the Georgia Performance Standards.
3. recognize GACE requirements for teaching fields of interest.
4. define the term artifact as it relates to the e-portfolio.
5. identify and comprehend routes to teaching certification in Georgia teacher.
6. compare Georgia HPE requirements with NASPE recommendations for activity.
7. comprehend the significance of physical activity and physical education for ages 5-12.
8. differentiate traditional and skill theme approaches to teaching elementary physical education.
9. identify classifications of skill themes (locomotor, manipulative, non-manipulative).
10. place movements (e.g. running, throwing, etc) into appropriate skill theme classification.
11. understand and apply a developmental perspective to teaching movement skills.
12. cite typical responsibilities for K-5 health teachers and physical education teachers.
13. explain and apply appropriate observation methods for teaching physical activity.
14. recognize key observation points for various manipulative skills.
15. cite and implement strategies for maintaining appropriate classroom behavior.
16. recognize appropriate sources of content for health topics including nutrition, stress, and others.
17. implement effective strategies for topics including emergency care, safety, violence, and others.
18. identify four common content areas for teaching safety in grades K-5.
19. develop effective teaching strategies for the four safety content areas.
20. explain the proper treatment of minor injuries that produce pain/swelling (RICE).
21. identify and explain four common areas of child abuse/maltreatment.
22. list warning signs/symptoms for the four areas of child abuse/maltreatment.
23. cite universal precautions for emergency injury care and list items for a first aid kit.
24. cite, explain, and implement teaching strategies to keep physical activity levels high.
25. cite, explain, and implement teaching strategies to organize physical activity classes.
26. design various tournaments (double elimination, round robin, et al).
27. demonstrate comprehension of PSOE proficiencies.
28. act as an advocate for quality, daily physical education in all grade levels.
29. distinguish between the role of coaches and teachers.
30. recognize potential conflicts between the role of teacher and coach.

### **Reinhardt University General Education Curriculum Learning Outcomes**

This course addresses the following GEC Outcomes: Students will demonstrate:

- effective expression of ideas through writing, speech, and visual media
- knowledge of various research methodologies; information, technological, and scientific literacy
- integrity and ethical responsibility
- understanding of and commitment to physical, emotional, and spiritual wellness
- stewardship and civic engagement, coupled with the ability to work with others both collaboratively and in leadership roles

### **Price School of Education Candidate Proficiencies (Domains)**

1. The candidate uses knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content. (Planning for Differentiated Instruction and Assessment)
2. The candidate utilizes a variety of strategies to differentiate instruction and assessment. (Providing for Differentiated Instruction and Assessment)
3. The candidate uses systematic formal/informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction. (Impacting Student Learning)

4. The candidate displays a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs to maximize learning. (Professional Responsibilities in Support of Differentiated Instruction and Assessment)

**Important:**

All students, faculty, staff and administration at Reinhardt University are subject to changes in policies if mandated by the State of Georgia. Current policies and procedures can be found at: : <https://www.reinhardt.edu/back-to-campus>

If you have any questions, please refer to the website or contact Reinhardt University at the numbers below.

Campus Nurse within the Student Health Center

[nurse@reinhardt.edu](mailto:nurse@reinhardt.edu), 770-720-5542 or [www.reinhardt.edu/nurse](http://www.reinhardt.edu/nurse).

Public Safety

Non-Emergency Phone: 770.720.5789

Emergency Phone: 770.720.5911

[publicsafety@reinhardt.edu](mailto:publicsafety@reinhardt.edu)

Dean of Students

[deanofstudents@reinhardt.edu](mailto:deanofstudents@reinhardt.edu), 770-720-5540

Office of the Provost

[provost@reinhardt.edu](mailto:provost@reinhardt.edu), 770-720-9102.

**Course Requirements and Assignments**

Graded Assignments	Percent of Final Grade
<b>Forums (Forums include Posts and Responses)</b>	<b>40</b>
• Forum One: Biographical Introduction	5
• Forum Two: PE Background; Teaching HPE in Georgia Schools	5
• Forum Three: Teaching Personal Health; Traditional vs. Skill Themes in HPE	5
• Forum Four: Teaching Safety; Movement Classes and Skill Evaluation	5
• Forum Five: Teaching Nutrition; Developmental Perspective	5
• Forum Six: Teaching Emotional Health; Teacher-Coach Roles	5
• Forum Seven: Discipline and Establishing a Learning Environment	5
• Forum Eight: Course Reflections	5
<b>Assignments</b>	<b>60</b>
• Assignment One: Teaching Health in Grades K-5	20
• Assignment Two: Teaching PE in Grades K-12	20
• Assignment Three: Values and Ethics in Education	20

Explanation of Graded Assignments
<b>Forums</b>
Students participate in eight weekly online discussion forums
Each forum (excepting the last week) includes:
<ul style="list-style-type: none"> <li><b>Initial post</b> addressing instructor-provided forum topics (due by Thursday evening) (<b>300-400 Words</b>)</li> </ul>
<ul style="list-style-type: none"> <li><b>Responses to posts of at least two classmates</b> (due by Sunday evening) (<b>150-200 Words Each</b>)</li> </ul>
Forums are accessible on the course Canvas site
<ul style="list-style-type: none"> <li>Forums will be activated on Monday morning each week</li> <li>Student must make initial post by Thursday evening each week addressing forum discussion topic</li> <li>Make responses to posts of at least two classmates by Sunday each week</li> </ul>
Forum Quality
<ul style="list-style-type: none"> <li>Students must submit work for forums just as they would any class assignment</li> <li>Use appropriate grammar, spelling, etc.</li> <li>Complete work and studying for the forums before posting anything (they are not simply opinions)</li> </ul>
<b>Assignments</b>
Assignments are accessible on the course Canvas site
<ul style="list-style-type: none"> <li>Assignments will open on specified dates</li> <li>Completed assignments must be submitted via Canvas</li> <li>Late assignments are not accepted (and the web site automatically blocks late submissions)</li> </ul>

### Grade Scale

- A: 90-100      B: 80-89      C: 70-79      D: 60-69      F: Below 60
- Note: Teacher Education and Sport Studies majors must earn a grade of C or higher for the course to count in their program curriculum

### Course Policies

Forum Participation: Forum participation is mandatory. Students must submit an initial forum post each week (addressing the forum discussion topic provided by the instructor). The initial post is due by Thursday evening each

week of the course. Students must also respond to the posts of at least two classmates each week. Please review the Forum Expectations information on Canvas thoroughly.

**Assignment Submission:** All assignments will be submitted as attachments via the assignments portal on the course Canvas site. Late assignments are not acceptable (and the site will block any submissions after the designated due date and time).

**Professionalism:** While you are still a student, you are now starting the process of becoming a professional in the field/discipline of your choice. An important part of that process is self-reliance and demonstration of competence through work submissions. Developing excellent work habits now will carryover as you make the successful transition from student to graduate.

### **Academic Integrity**

Students are expected to adhere to the Reinhardt University Honor Code with regard to academic integrity. Instances of academic dishonesty (cheating, plagiarism, etc) will result in a course grade of "F" and any other penalties imposed by Reinhardt University.

### **Accommodation Statement and Academic Support**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the **Academic Support Office (ASO)**. ASO is located in the basement of Lawson Building. To receive academic accommodations for this class, please obtain

### **Schedule of Class Sessions**

Please see course calendar at end of syllabus

### **Instructor's Bibliography**

Allison, Pamela C. & Kate R. Barrett. (2000). *Constructing Children's Physical Education Experiences: Understanding the Content for Teaching*. Benjamin Cummings.

Carlson, Judith. (1986). *To Move, Think, Feel: A Journey Through Elementary School Physical Education* (6th ed.). St. Louis: Mosby.

Chepko, Steveda and Ree Arnold. (2000). *Guidelines for Physical Education Programs : Grades K-12 Standards, Objectives, and Assessments*. Champaign, IL: Human Kinetics.

Colvin, A. Vonnie, Nancy J. Egner Markos & Pam Walker. (2000). *Teaching the Nuts and Bolts of Physical Education: Building Basic Movement Skills*. Champaign, IL: Human Kinetics.

Cone, Theresa, Purcell, Peter Werner, Stephen Cone, & Amelia Woods. (1998). *Interdisciplinary Teaching Through Physical Education*. Champaign, IL: Human Kinetics.

Council on Physical Education for Children. (1998). *Physical activity for children: A statement of guidelines*. Reston, VA: National Association for Sport and Physical Education.

Council on Physical Education for Children. (2000). *Appropriate practices for elementary school physical education: a position statement of the National Association for Sport and Physical Education*. Reston, VA: National Association for Sport and Physical Education.

Graham, Holt/Hale, and Parker. (2001). *Children Moving: A Reflective Approach to Teaching Physical Education*, 5th Edition. Mayfield Publishing Company: Mountain View, CA.

Graham, George. (2001). *Teaching Children Physical Education: Becoming a Master Teacher* (2nd ed.). Champaign, IL: Human Kinetics.

Hellison, Donald R. (1995). *Teaching Responsibility Through Physical Activity*. Champaign, IL: Human Kinetics.

Hellison, Donald R. (1985). *Goals and Strategies for Teaching Physical Education*. Champaign, IL: Human Kinetics.

Hellison, Donald R., & Thomas J. Templin. (1991). *A Reflective Approach to Teaching Physical Education*. Champaign, IL: Human Kinetics.

Kirchner, Glenn. (1998). *Physical Education for Elementary School Children* (10th ed.). Dubuque, IA: Wm C. Brown.

Logsdon, Betty J., Luann M. Alleman, Dawn Clark, & Sally Parent Sakola. (1986). *Physical Education Teaching Units for Program Development: Grades 4-6*. Philadelphia: Lea & Febiger.

Mosston, M. (1981). *Teaching physical education* (2nd ed.). Columbus, OH: Merrill.

National Association for Sport and Physical Education. (1995). *Moving into the Future: National standards for physical education*. St. Louis: Mosby.

Pangrazi, R.P. (2001). *Dynamic Physical Education for Elementary School Children* (13th ed.). Boston: Allyn and Bacon.

Safrit, M.J. (1995). *Complete guide to youth fitness testing*. Champaign, IL: Human Kinetics.

Siedentop and Tannehill, (2000). *Developing teaching skills in physical education* (4th ed.). Mountain View, CA: Mayfield Publishing.

Sherril, C. (1993). *Adapted physical activity, recreation, and sport* (4th ed.). Madison, WI: Brown and Benchmark.

U.S. Department of Health and Human Services. (1996). *Physical activity and health: A report of the Surgeon General*. Atlanta, GA: Centers for Chronic Disease Control and Prevention and Health Promotion.

Weinstein, Estelle and Rosen, Efrem (2003). *Teaching Children About Health*. Morton, second edition.

**SSP 230: Activity for Education Majors (3 credits)**  
**Spring 2024**  
**Tentative Course Calendar**

Week Of	Topic	Due
March 11-17	Course Introduction and Overview	<b>Forum 1</b> <ul style="list-style-type: none"> <li>Initial post by Thursday</li> <li>Responses by Sunday</li> </ul>
March 18-24	PE Background and Skill Theme Teaching	<b>Forum 2</b> <ul style="list-style-type: none"> <li>Initial post by Thursday</li> <li>Responses by Sunday</li> </ul>
March 25-31	Movement Classifications and Skill Evaluation	<b>Assignment 1 (by Sunday evening)</b>  <b>Forum 3</b> <ul style="list-style-type: none"> <li>Initial post by Thursday</li> <li>Responses by Sunday</li> </ul>
April 1-7	Developmental Perspective	<b>Forum 4</b> <ul style="list-style-type: none"> <li>Initial post by Thursday</li> <li>Responses by Sunday</li> </ul>
April 8-14	Teacher-Coach Role Conflict	<b>Assignment 2 (by Sunday evening)</b>  <b>Forum 5</b> <ul style="list-style-type: none"> <li>Initial post by Thursday</li> <li>Responses by Sunday</li> </ul>

April 15-21	Establishing a Positive Learning Environment	<b>Forum 6</b> <ul style="list-style-type: none"><li>• Initial post by Thursday</li><li>• Responses by Sunday</li></ul>
April 22-28	Job and Career Considerations	<b>Assignment 3 (by Sunday evening)</b> <b>Forum 7</b> <ul style="list-style-type: none"><li>• Initial post by Thursday</li><li>• Responses by Sunday</li></ul>
April 29-May 5	Course Reflection	<b>Forum 8</b> <ul style="list-style-type: none"><li>• Final Post by TUESDAY NIGHT</li><li>• No responses this week</li></ul>
	Notes: <ul style="list-style-type: none"><li>• Assignments/topics are tentative and subject to change based on pace of course and discretion of instructor</li><li>• Please contact instructor immediately if problems with assignments or issues with course</li></ul>	