



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Physical Education 277
Descriptive Title: Introduction to Kinesiology

Course Disciplines: Physical Education
or Health

Division: Health Sciences and Athletics

Catalog Description: This course is an introduction to the interdisciplinary approach to the study of human movement. It provides an overview of the importance of the sub-disciplines of kinesiology including the historical, professional, and philosophical foundations. Specialties such as exercise science, biomechanics, athletic training, physical therapy, fitness, teaching, coaching, sport psychology, and adapted physical education are surveyed for their scope and career options.

Conditions of Enrollment: Recommended Preparation
eligibility for English 1A

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: Effective Date: Prior to 7/1992
Transfer UC: Effective Date: Prior to 7/1992

General Education:

El Camino College: _____

CSU GE: _____

IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for

each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Students will identify and describe the basic concepts of Kinesiology.
2. Students will identify and describe the pathways and requirements for career opportunities in the field of Kinesiology or related field.
3. Students will identify and describe the historical, ethical and philosophical foundations of Kinesiology.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Describe the historical contexts of physical education, sport and kinesiology.
Other (specify)
Will be evaluated by a combination of essay/multiple choice and True/ False tests
2. Develop personal philosophies in specialty areas of kinesiology.
Multiple Choice
3. Analyze career opportunities in kinesiology, exercise physiology, biomechanics, athletic training, fitness, and sport psychology.
Term or other papers
4. Analyze career options in physical education including teaching, coaching, and adapted physical education.
Term or other papers
5. Identify the fundamental concepts of basic movements related to physical activity and sport.
Written homework
6. Integrate knowledge of exercise science and sport psychology with teaching and coaching.
Multiple Choice
7. Assess and evaluate the emerging role of exercise science as a primary prevention for degenerative diseases.
Multiple Choice
8. Explain how theories in kinesiology and physical education may be applied to diverse cultures.
Homework Problems
9. Ascertain the education and credentialing requirements for specific careers in kinesiology.
Term or other papers
10. Identify the relationship between performance in the movement forms of sport, dance, and exercise and the conceptual foundations of each.
Performance exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	HISTORICAL FOUNDATION OF KINESIOLOGY A. Exercise with Greek and Roman influences B. Contributions from Europe in the modern era C. Contributions from United States from 1607 to present
Lecture	5	II	INTRODUCTION TO DISCIPLINES OF KINESIOLOGY A) Physical education B) Exercise physiology C) Biomechanics D) Sport sociology E) Motor learning/control F) Sport psychology G) Sport nutrition
Lecture	3	III	SOCIAL AND PSYCHOLOGICAL FOUNDATIONS A) Leadership B) Cultural expression C) Ethnic and racial relations
Lecture	12	IV	ETHICAL AND PHILOSOPHICAL FOUNDATIONS A. Understanding the mind and body connection B. Values and principles C. Gender/racial equity
Lecture	10	V	SCIENTIFIC CONCEPTS OF MOVEMENT A. Exercise physiology B. Motor learning/control C. Biomechanics 4. movements in aquatics 1. movements in dance 2. movements in sport 3. movements in exercise
Lecture	6	VI	TEACHING AND ANALYSIS OF ACTIVITY SKILLS A. Lesson plans B. Teaching activities C. Identifying and correcting biomechanical errors D. Motor learning and development
Lecture	10	VII	CAREER OPPORTUNITIES A. Athletic training B. Adapted physical education C. Sport psychology D. Sport sociology E. Sport management F. Sport media G. Coaching H. Teaching I. Personal trainer J. Physical/occupational therapy

Lecture	5	VIII	BASIC SPORT/FITNESS NUTRITION A) Sources of energy 1. Define macronutrients and micronutrients 2. Importance of macronutrients and micronutrients B) Activity related nutritional needs 1. Energy balance equation 2. Strength vs. Endurance training C) Hydration requirements
Total Lecture Hours	54		
Total Laboratory Hours	0		
Total Hours	54		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

After choosing a specialty area in kinesiology or physical education, prepare a 2-3 page written project that examines career opportunities, educational requirements, and typical job functions for that specialty.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Use the teaching methodologies discussed in class to demonstrate and teach a simple activity skill to a class member. Analyze and critique the student's performance of this skill. Submit a 2-3 page written report including the lesson plan and biomechanical analysis of the skill performed.
2. Taking into account cultural differences and current participation statistics, design a method to implement fitness related programs directed at a population historically underserved or at risk because of low participation rates. Present it in a two-page paper.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Written homework

Term or other papers

Multiple Choice

Completion

Matching Items

True/False

V. INSTRUCTIONAL METHODS

- Guest Speakers
- Internet Presentation/Resources
- Lecture
- Other (please specify)
 - Internet resources

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Answer questions
- Required reading
- Problem solving activities
- Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Peter Klavora. SCIENTIFIC FOUNDATIONS OF KINESIOLOGY: Studying human movement and sport. 3rd ed. Kinesiology Books Publisher, 2011.
Qualifier Text: Discipline Standard,

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

F.W. Booth, S.E. Gordon, C.J. Carlson, M.T. Hamilton, J Appl. WAGING WAR ON MODERN CHRONIC DISEASES: PRIMARY PREVENTION THROUGH EXERCISE BIOLOGY, Physiology, Feb. 2000 (Discipline Standard)
F.W. Booth, M.V. Chakravarthy, S.E. Gordon, E.E. Spangenburg, J Appl. WAGING WAR ON PHYSICAL INACTIVITY: USING MODERN MOLECULAR AMMUNITION AGAINST AN ANCIENT ENEMY, Physiology, July 2002 (Discipline Standard)

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended	Category and Justification
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Preparation	
Non-Course Recommended Preparation eligibility for English 1A	It is advised that students be able to read and effectively analyze college level texts, and be able to write a paper that persuasively proves an original thesis.

D. Recommended Skills

Recommended Skills
Compose organized short essays with correct grammar, appropriate word choice, and accurate spelling. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL A - In both out-of-class and timed in-class essay assignments, practice essay structure, including body paragraphs that contain topic sentences and that logically support a thesis statement. ENGL A - Plan, write, and revise 750 word multi-paragraph expository essays including an introduction, an explicit thesis, and a conclusion. Essays should incorporate relevant support from outside sources, exhibit coherence and unity, avoid major grammatical and mechanical errors that interfere with meaning, and demonstrate awareness of audience, purpose, and language choice. ENGL A - Utilize MLA guidelines to format a document, to cite sources in the text of an essay, and to compile a Works Cited list.
Comprehend college level textbook. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Al Greenleaf on 11/01/1956.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 06/19/2017

Last Reviewed and/or Revised by Danielle Roman on 08/14/2014