

## **HLTH 3351 Principles of Health & Fitness for Children**

Tuesday & Thursday: 11:00AM-1:45PM

Summer 2017

Texas A&M University - Central Texas

### **INSTRUCTOR AND CONTACT INFORMATION**

Instructor: Dr. Morgan Lewing

Office: 429H Founder's

Phone: 254.519.8030

Email: morgan.lewing@tamuct.edu

### **Office Hours:**

T/Th: 9:00AM-10:45AM

### **Mode of instruction and course access:**

- This course meets face-to-face, with some supplemental readings made available online using the TAMUCT Canvas Learning Management System: [<https://tamuct.instructure.com>]
- This is a service-learning course and requires community engagement that reflect course content. More information on service-learning at TAMUCT can be found at <https://www.tamuct.edu/provost/service-learning.html>.
  - Our community partner for this course is Variety's Peaceable Kingdom. Peaceable Kingdom Retreat for Children was established in 1984 in memory of Charles Schreiner V, son of Mary Helen and Charlie Schreiner IV and grandson of Daurice and Jim Bowmer. Charles Schreiner V (also known as Baby Charlie) was born with a congenital heart defect, and after a courageous battle for almost a year, he passed away at the age of eleven months. Baby Charlie spent nearly all of his eleven months of life in the hospital and his grandparents wanted to create a place where children could get away from the hospital with their families for a few days and just be a part of nature. The Bowmers started Baby Charlie's Fishing Camp and they, along with Mary Helen and Charlie, brought children and their parents from nearby Scott & White Hospital to fish on the Lampasas River. The fishing camp grew, and the Bowmer family expanded and started what is now Variety's Peaceable Kingdom Retreat for Children on 120 acres adjacent to the Lampasas River. The retreat serves over 5,000 children with chronic illnesses and special needs each year.
  - *Location: 19051 FM2484, Killeen, TX 76542*

### **Student-instructor interaction:**

I am readily available to you. Please talk to me before or after class for immediate needs. Email is the best way to reach me outside of class and I will attempt to respond within 24 hours to

messages sent Monday through Thursday

### **UNILERT:**

Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account.

Connect at [Unilert](https://www.tamuct.edu/departments/security/unilert.php) [https://www.tamuct.edu/departments/security/unilert.php] to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

### **COURSE INFORMATION**

#### **Course Overview and description:**

Course Overview and description: A study of the essential elements of health and physical education as they relate to children ages 6-14. Included will be skills related to individual personal health and safety, physical fitness, motor development and a study of the need for a comprehensive school health education.

#### **Course Objective:**

Students will demonstrate knowledge of an effective framework for comprehensive school health and physical education

#### **Student Learning Outcomes:**

At the successful completion of the course, a student will...

1. Have a working knowledge of the elementary guidelines in health, physical education and nutrition.
2. Become aware of a variety of activities which will meet the requirements of the guidelines for elementary health and physical education
3. Become aware of the life-style problems which affect health of the elementary aged children.
4. Have an understanding of the teacher's role in determining the level of a pupil's health.
5. Have knowledge of the competencies of a "good" teacher of health and physical education in the elementary school.
6. Become aware of the guidelines for dealing with sensitive issues teaching health and physical education.
7. Have knowledge of a wide variety of resource information for use in teaching elementary health.
8. Have developed a personal, broad based philosophy of health and physical education.

#### **Competency Goals Statements (certification or standards):**

##### **Health Generalist EC-6 Standards**

- Standard I – The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.
- Standard II – The health teacher communicates concepts and purposes of health education.
- Standard III – The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.
- Standard IV – The health teacher evaluates the effects of school health instruction.

##### **Physical Education Generalist EC-6 Standards**

- Standard I – The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
- Standard II – The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.
- Standard III – The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities.
- Standard IV – The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development.
- Standard V – The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
- Standard VI – The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.
- Standard VII – The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social and emotional development in physical education contexts.
- Standard VIII – The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others and seeks opportunities to grow professionally.
- Standard IX – The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students’ growth and well-being.
- Standard X – The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

### **Required Reading and Textbook(s):**

*Graber & Woods, Physical Education & Activity for Elementary Classroom Teachers, 1st edition, McGraw Hill Publishing. ISBN: 9781308381367*

*N.B. A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may be available from an independent retailer, including an online retailer*

### **COURSE REQUIREMENTS**

Course Requirements (see course calendar for topic sequence and assignment due dates)

- Attendance and Participation
  - **Course Overview Quiz (zero points):** I am out for conferences the first week of class, so students are responsible for completing a course overview quiz in order to ensure they understand the structure and requirements of the course. The overview quiz is due through Canvas by 1:45PM on 6/7. Students must complete the course overview quiz in order to access the other quizzes and course materials.

- **Attendance (100 points):** Student attendance is taken by the instructor, typically at the beginning of class. Student scores of 20 on the Course Overview Quiz secures student attendance on the first two class days.
- **Quizzes and Final Exam**
  - **Quiz 1 (50 points):** Chapters 1-5; due on Canvas before class on 6/14
  - **Quiz 2 (50 points):** Chapters 6-11; due on Canvas before class on 6/19
  - **Quiz 3 (50 points):** Chapters 19-24; due on Canvas before class on 6/21
  - **Quiz 4 (50 points):** Chapters 13-18; due on Canvas before class on 6/26
  - **Final Exam (200 points):** Chapters 1-24; occurs in class on 7/27
- **Service-Learning**
  - **18 on-site hours (200 points):** Students are responsible for completing 18 hours of engagement OUTSIDE OF CLASS with Peaceable Kingdom; due 7/19. Engagement will include working with children and supporting camp functions that provide inclusive physical activity opportunities for children. Students will register for hours through the GivePulse link that will be posted to Canvas. This is NOT an “all or nothing” assignment. If you complete 0 hours, you will receive 0 points. If you complete 9 hours (half), you will receive 100 points (also half). Students are expected to be HIGHLY engaged when at the camp.
  - **Reflection Paper First Draft (50 points):** The reflection paper is a culminating aspect of the course as it encourages students to analyze their experience through course content. However, writing is a process, and students are expected to submit a 2-4 page first draft before class on 7/12. The paper is worth 200 points overall, and 50 of those are earned through submitting a satisfactory attempt at a rough draft. Students will then have the opportunity to revise and enhance their paper. The rough draft should follow the outline provided on Canvas. Submissions should be double-spaced, include a header with the student’s first and last name and use 12-point Times New Roman Font with standard margins.
  - **Reflection Paper Final Version (150 points):** The reflection paper is a culminating aspect of the course as it encourages students to analyze their experience through course content. The final draft is due before class on 7/24 and should be 3-5 pages. Submissions should be double-spaced, include a header with the student’s first and last name and use 12-point Times New Roman Font with standard margins.
- **Mock Teaching Demonstration**
  - **Group Teaching Demonstration (50 points):** Groups of students will be responsible for a mock teaching demonstration that promotes physical education. Demonstrations will occur on 6/28 and 7/3. The activity is to be guided by an activity plan.
  - **Activity Plan (50 points):** The activity plan is the guiding lesson plan for the activity demonstration and should follow the framework in the textbook. Activity plans are due before class on 6/28.

## Grading Criteria Rubric and Conversion

Grading rubrics and assignment guides will be available on Canvas.

## Posting of Grades

Final grades will be posted to Canvas after completion of course requirements.

## COURSE OUTLINE AND CALENDAR

DATE	CLASS FOCUS	ASSIGNMENTS DUE
6/5/2018	Class does not meet	
6/7/2018	Class does not meet	Course Overview Quiz (by 1:45PM)
6/12/2018	Chapters 1-5	
6/14/2018	Chapters 6-11	Quiz 1 (due before class)
6/19/2018	Chapters 19-24	Quiz 2 (due before class)
6/21/2018	Chapters 13-18 (dress comfortably)	Quiz 3 (due before class)
6/26/2018	Activity plans	Quiz 4 (due before class)
6/28/2018	Group activity demos	Activity Plans (due before class); Group activity demos (presented in class)
7/3/2018	Group activity demos	Group activity demos (presented in class)
7/5/2018	Group activity demos (if needed)	Group activity demos (if needed)
7/10/2018	Reflection paper conferences (15 min)	
7/12/2018	Peer Writing Workshop w/ tutor	Reflection Paper First Draft due before class
7/17/2018	Reflection paper conferences (10 min)	
7/19/2018	Make a UWC appointment	Service-Learning hours due
7/24/2018	Review for final	Reflection Papers (due before class)
7/26/2018	Final Exam	Final Exam (taken in class)

## INSTRUCTOR POLICIES

1. All student are expected to be punctual, present, and professional in every facet of the course and their interactions with peers, community partners, and university staff.

## Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements.**

**This course will use the TAMUCT Instructure Canvas learning management system.**

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

### **Technology Support.**

For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): <http://hdc.tamu.edu>

*When calling for support please let your support technician know you are a TAMUCT student.*

For issues related to course content and requirements, contact your instructor.

## **COURSE AND UNIVERSITY RESOURCES, PROCEDURES, AND POLICIES**

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a Drop Request Form, found through the [Registrar's web page](#):

<https://www.tamuct.edu/departments/business-office/droppolicy.php>

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on

an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations.**

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion webpage](http://www.tamuct.edu/departments/access-inclusion):  
<http://www.tamuct.edu/departments/access-inclusion>.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>.

### **Tutoring.**

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at [k.wood@tamuct.edu](mailto:k.wood@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center.**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University –

Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the Summer semester (June 5, 2017 to July 27, 2017). Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [homepage](https://tamuct.libguides.com/): <https://tamuct.libguides.com/>