

PALOMAR COLLEGE  
COURSE OUTLINE OF RECORD FOR  
DEGREE CREDIT COURSE

  X   Transfer course     X   A.A. degree applicable course  
(check all that apply)

**COURSE NUMBER AND TITLE:** PE 100 Introduction to Physical Education

**UNIT VALUE:** 2

**MINIMUM NUMBER OF SEMESTER HOURS:** 32

**BASIC SKILLS REQUIREMENTS:** Appropriate language skills

**ENTRANCE REQUIREMENTS**

**PREREQUISITE:** None

**COREQUISITE:** None

**RECOMMENDED PREPARATION:** None

**SCOPE OF COURSE:**

An interpretation of the field designed to give the prospective major student an understanding of its scope. History and principles of physical education. Study of the objectives of modern physical education with a view toward the development of a basic philosophy and background for professional education.

**SPECIFIC COURSE OBJECTIVES:**

The successful student will:

1. interpret principles of proper body mechanics.
2. demonstrate an improvement of physical education skills.
3. demonstrate personal skill development and knowledge of the subject matter through written and practical testing and practicum evaluation.
4. define physical education and develop a philosophy accordingly.
5. identify the biological, psychological, sociological, and emotional foundations of physical education.
6. describe physical education and related fields in terms of the cognitive, affective and psychomotor domains.
7. discuss necessary teaching and motor learning tools needed in their occupation.

8. obtain philosophical and historical interpretation of physical education.
9. compare and contrast significant differences between goals and objectives and apply this to curriculum development.
10. identify the teaching profession and the coaching profession in terms of desirable skills, knowledge and aptitudes of leadership with respect to current theory and concepts.

**CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

Concepts which are presented, include:

1. Daily lesson planning
2. Goals and objectives
3. Curriculum
4. Unit planning
5. Physical education terminology
6. Characteristics of elementary, junior and senior high school levels
7. Age characteristics and growth patterns
8. Techniques of observation and evaluation of teaching methods
9. Qualities of a teacher
10. Coaching and a comparison with the above (i)
11. Bloom's Taxonomy and its importance to physical education
12. Administration
13. Biology (physiology) of the human body
14. Exercise physiology
15. Psychological foundations (motor learning)
16. Sociological foundations
17. Biomechanical foundations
18. Movement education and problem solving
19. Back to basics movement
20. Historical foundations
21. The future of physical education
22. Professional organizations
23. Title IX and Sexism in physical education and sports
24. Presentation of human performance laboratory (computerized)
25. Athletic training and physical therapy concepts as related to physical education

**REQUIRED READING:**

Bucher, Charles A. Foundations of Physical Education and Sport. 12 Edition. St. Louis: Mosby, 1995.

Instructor generated handouts.

**SUGGESTED READING:**

Yeannakis, Andrew and Susan L. Greendorfer. Applied Sociology of Sport. Champaign: Human Kinetics, 1992.

Birrell, Susan and Sheryl Cole. Women Sport & Culture. Champaign: Human Kinetics, 1994.

**REQUIRED WRITING:**

1. Term paper (ten page minimum) utilizing a minimum of 10 library sources dealing with an area of physical education, recreation, health or dance; or submit a ten page summation of a project assignment in the department of HPERD.
2. Critiques of the Research Quarterly article (minimum two typewritten double spaced pages).
3. Critique of the JOPHER article (minimum two typewritten double spaced pages).
4. Prepare a minimum of two assignments to teach daily lessons during a class (minimum three typewritten double spaced pages).

**OUTSIDE ASSIGNMENTS:**

**Student are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short term classes.**

1. Students are required to observe physical education at the elementary, junior and senior high level in the community and evaluate in written form.
2. Students are required to observe physical education at the college level and/or universities level in the community and evaluate in written form.
3. Students are required to spend a minimum of ten hours assisting a physical education instructor(s).

Read and study handouts, lecture notes, and text. Prepare writing assignment, practice skills and study for exams.

**INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

- lecture  
 laboratory  
 lecture-laboratory combination  
 directed study

**This course may be offered as a distance education course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

**If yes, check all that apply.** (See guidelines for preparation for definitions.)

- telecourse  
 mediated instruction  
 computer assisted instruction

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students):

- 10% - Participation
- 40% - written exams
- 15% - teaching evaluation by instructor
- 35% - Written papers

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes \_\_\_\_\_ No  X  Number of times course may be taken for credit:  1 .

If yes, identify specific provision of Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable:

**CONTACT PERSON:** Dr. Nan Haugen Ext. 2468