

**PED 360**  
**Exercise Physiology Concepts for the Physical Education Teacher**  
**Spring Semester**  
**UWSP**  
**Course Syllabus**

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**Office Hours:** By appointment; before and after class.

**Required Text:**

**Course description:**

This is an introductory course that will explore the fundamental concepts of exercise physiology that are central to the teaching of Physical Education. Topics include energy systems, substrate utilization, muscular and organ systems, and basic testing for aerobic and anaerobic capacity. Application of these concepts to K-12 a Physical Education program will be the main focus of the course.

**Course objectives:**

Upon completion of this course, students will...

1. Obtain a working knowledge of the muscles and the skeletal features of the human body and how they contribute to exercise.
2. Compare organ systems of K-12 students to those of adults.
3. Understand the concepts associated with bioenergetics.
4. Understand the fundamental concepts of exercise physiology.
5. Be able to apply the fundamental concepts of exercise physiology to improve their teaching.
6. Apply the science of exercise to improve the fitness of K-12 students.

**InTASC standards**

1. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Learning Environment

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

**Class Policies:**

*Attendance:*

You are expected to show up **ON TIME** and actively participate in class discussions and labs every day. Rather than taking attendance regularly, there will be short in-class assignments given on random days throughout the semester (see the “Course Assignments” section of this syllabus for further information). **There will be NO make-ups allowed on course assignments and exams.** The instructor must be notified in writing (email or hand written notes are acceptable) of any potential problems **BEFORE** the scheduled due date or exam time. Students are to be dressed appropriately for lab sessions and practical exams.

*Classroom Behavior:*

I do not just want you present in class; I want you to actively participate in class. Your course relevant opinions, thoughts, etc. are valuable and will be treated as such. Likewise, your absent state of mind will also be noted and felt by your learning community. Socializing, sleeping, cell phones, laptop computers, pagers, and personal use handhelds all indicate an absent state of mind and will result in a five-point deduction from your final grade for each distraction.

Inappropriate classroom behaviors include behaviors that disrupt instruction by the professor and/or leaning of classmates and behaviors that threaten, harass, or discriminate against others. Students who engage in inappropriate classroom behavior will be asked to leave the classroom, will receive no credit for attendance and in-class activities for that day, and must

meet with the instructor prior to returning to the next class meeting. Severe cases of inappropriate behavior will be referred to the Dean of Students for appropriate disciplinary action.

### *Academic Integrity:*

Academic dishonesty of any sort will not be tolerated in this course. Examples of dishonesty include giving or receiving aid during examinations, using any type of crib sheet, copying from or looking at another exam, or submitting another's work as your own. Students who engage in scholastic dishonesty will be referred to the Dean of Students for appropriate disciplinary action and will receive no credit for academic work related to the incident of academic dishonesty.

## **Student Academic Disciplinary Procedures**

### UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

### UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance,

examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

*Dress/Lab:*

“Lab” will involve several different settings. The strength center, the MAC, the Allen center, even outdoors will be lab areas. You must arrive to the lab session dressed for physical activity. You must also have your student ID with you. Failure to comply with either of the above will result in a zero score for the day.

**Course Evaluation:**

In-Class Assignments: (100 points)

Throughout the semester, there will be in-class assignments that are designed to allow you to apply the concepts that are being taught in the class lectures. The dates of these in-class assignments will not be announced and these assignments cannot be made up.

Exams: (300 points)

There will be 3 exams throughout the course of the semester. The exams are not comprehensive, however the organization of the course is such that the topics build upon each other. The exams include multiple choice, true/false, and sometimes short answer or essay questions that cover content from the class lectures and readings. Study guides for the exams will be given in advance. No “make-up” exams are available for students who perform poorly or are absent from class on an exam date.

Labs: (50 points each)

There will be lab sessions throughout the semester. These labs will be based on basic testing/assessment of physical fitness. Each lab session will have a write-up that will include both data and prompted reflection on the experience. Lab assignments will be posted on D2L prior to the lab meeting time.

Physical fitness lesson plan: (75 points)

Students will create an original lesson plan for a lesson that incorporates all 5 health related components of physical fitness. The lesson plan will follow the format provided in class. The grade level is your choice. Creativity and original thought will be highly valued in this assignment. In other words, if you simply plan for a 5 station circuit where students rotate between stretching, pushups, etc. your grade will reflect the lack of creativity. You will need to provide a brief narrative that addresses how activities relate to the components of physical fitness.

**\*\*\*You cannot simply submit a lesson plan from another class. If what you hand in is a lesson plan from another class, you will receive a zero for this assignment. Your submission will be shown to other instructors and compared to D2L dropboxes from other classes.\*\*\***

<u>Assignment</u>	<u>Points</u>
In-Class Assignments	100
Exams (3x100)	300
Labs (5x50)	250
Lesson plan	75
<b>Total</b>	<b>725</b>

## **Equal access for students with disabilities**

### **Statement of Policy**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact Jim Joque in the Disability Services Office in 101 SSC, and complete an Accommodations Request form. Phone: 346-3365 or email [jjoque@uwsp.edu](mailto:jjoque@uwsp.edu)*

### **Religious Beliefs**

Relief from any academic requirement due to religious beliefs will be accommodated according to UWSP 22.03, with notification within the first three weeks of class.