San José State University
Department of Kinesiology
KIN 159, Sport and Adapted Activities, Fall 2019

Course and Contact Information
Instructor: Erin Ashleigh Siebert, PhD, MPH
Office Location: SPX 173D (in the courtyard)
Telephone: (408) 924-3207
Email: Erin.Siebert@sjsu.edu
Office Hours: Tuesdays 2-4pm
Class Days/Time: Wednesday: Lec 4-5:50; Lab 6-7:50pm
Classroom: SPX 151; 107A/B
Prerequisites: KIN 070 for majors/minors only or instructor consent

Course Format
Technology Intensive, Hybrid, and Online Courses

This course requires regular in class physical activity participation. Come to class dressed and prepared to be physically active (i.e., closed toe shoes, running pants/shorts, hair ties, etc.).

In addition to in class participation, students will submit assignments electronically via Canvas through the course site unless otherwise stated. Internet connectivity and a computer are needed to complete assignments.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. may be found on the e-campus Canvas learning management system at http://www.sjsu.edu/at/ec/canvas/. You are responsible for regularly checking Canvas and your SJSU email for information and messages. Login using your My SJSU username and password.

Course Description

Principles of kinesiology for adapting sport and activity for individuals with disabling conditions.

Course Goals

SJSU Department of Kinesiology Program Learning Objectives (PLO):
1. Students will be able to effectively explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.
2. Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
3. Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
4. Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.
5. Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to demonstrate:

1. An understanding of the sports movement for athletes with disability in relation to legislative impact and future directions (PLO #1, 2, 4 & 5).
2. An awareness of community, state, national, and international resources in the area of disability sports (PLO #1, 2, 3, 4 & 5).
3. An awareness of the sports and competitive games available for the various disability groups (PLO #3 & 5).
4. An understanding of sport classification systems and their implication towards adapted physical education/activity programming (PLO #1, 2, 3, 4 & 5).
5. The ability to identify parts of and differentiate between various types of wheelchairs (PLO #1, 2, 3 & 5).
6. An understanding of wheelchair sports techniques and adaptations required for different disabilities (PLO #1, 2, 3, 4 & 5).
7. The ability to differentiate between orthoses, prostheses, and assistive devices with implications toward adapted physical education/activity (PLO #2, 4 & 5).
8. An understanding of interacting variables that need to be addressed for individuals with disabilities in the adaptation process for their participation/inclusion/transition in physical education/activity and sport (PLO #1, 2, 3, 4 & 5).
9. An exposure to exercise prescription and equipment for various populations with disabilities (PLO #1, 3, 4 & 5).

Education Specialist Teaching Credential: APEAA Program Standards:

2.1. Candidates demonstrate an understanding of laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe physical educational environments.
2.2. Candidates demonstrate ethical standards of teaching in physical education, of evidence-based physical educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.
4.1. Candidates are able to communicate effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) all teachers (including physical educators) and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP.
4.2. Candidates are able to establish and work in partnerships to design, implement, and evaluate appropriate, integrated physical education services based on individual student motor needs.
4.3. Candidates are able to communicate effectively with the business community, public and non-public agencies, to provide the cohesive delivery of physical activity services, and bridge transitional stages across the life span for all learners as they move into a lifetime of healthy behaviors and physical activity.
7.2. Candidates collaborate with personnel from other educational and community agencies to plan for successful physical activity transitions by students in order to promote future healthy behavior and lifetime physical activity.
7.3. Candidates demonstrate the knowledge and ability to teach students appropriate physical activity self-determination skills.
8.1. Candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general physical education. The experiences must reflect the diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the adapted physical education authorization.
10.3. Candidates are able to identify disability categories as identified in IDEA; or under a Section 504 plan, and apply these to the characteristics presented by the student for effective instruction.

11.1. Candidates demonstrates knowledge of the principles and patterns of typical and atypical human growth and motor development across the lifespan in order to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities.

11.2. Candidates understand the principles of neurological development, motor learning, motor control, and perceptual motor development as they apply to the effective instruction of individuals with disabilities.

12.1. Candidates demonstrate the knowledge and application of scientific principles of exercise and movement including an understanding of the impact of disease, medication, and musculoskeletal and neurological conditions on the physiological and biomechanical performance of individuals with disabilities.

13.1. Candidates demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan using safe and developmentally appropriate physical education in a variety of settings. This knowledge of instructional strategies and adaptations should include comprehensive curriculum planning, content standards, lesson and unit plans, behavior management, collaboration, consultation, and transition planning to comply with legislative mandates.

**Required Texts/Readings**

**Textbook**


**Other Readings**

Additional readings will be made available on Canvas.

**Library Liaison**

Adriana Poo; Adriana.Poo@sjsu.edu

**Course Requirements and Assignments**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The course will consist of a combination of lecture and class discussion. Student participation is both a vital part of the learning process and an important way to enrich the classroom experience. The required textbooks will be used as a basis for understanding issues in disability sport and activity adaptation. Lectures will present the points that are the most important for students to understand about development. Students are encouraged to raise issues, provide information from their own experiences, and ask questions at any time during the class.

Active participation in all lecture and laboratory sessions is expected. This requires that EACH class member makes an INDIVIDUAL COMMITMENT to be an active participant in the teaching/learning process. Individual contributions and differing viewpoints will be appreciated and respected.
All assignments will be turned in electronically via the course Canvas site unless otherwise stated. Elaborated assignment descriptions will be posted on Canvas. It is most beneficial to you to follow all directions carefully to maximize your opportunity to receive the highest grade possible. It is each student's responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59pm of the due date unless otherwise stated. NO late assignments will be accepted unless prior arrangements have been made with the professor.

Make-ups are permitted only for illness and emergency (truly extraordinary circumstances). The student is responsible for notifying the instructor and making prior arrangements at the earliest possible time. All requests for make-up exams will be evaluated on an individual basis.

Final Examination

The final exam will cover material presented throughout the semester and will be discussed in greater detail in class. The final will be given on Wednesday December 11th, from 5:15-7:30pm.

Grading Information

<table>
<thead>
<tr>
<th>Description</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Written Exams (PLO #1, 2, 4 &amp; 5)</td>
<td>40%</td>
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<tr>
<td>Quizzes (PLO #1, 2, 4 &amp; 5)</td>
<td>20%</td>
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<tr>
<td>Disability Sport Group Presentation (PLO #1, 2, 3, 4 &amp; 5)</td>
<td>25%</td>
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<tr>
<td>Disability Sport Expo (PLO #4 &amp; 5)</td>
<td>5%</td>
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<tr>
<td>Lab Participation (PLO #1, 3 &amp; 4)</td>
<td>5%</td>
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<tr>
<td>Adapted Sport Volunteer (5 hours) (PLO #4, &amp; 5)</td>
<td>5%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Determination of Grades

- At SJSU all grades are earned as either a base letter grade (i.e. B) or with a plus (i.e. B+) or minus (i.e. B-). To earn a plus on a letter grade the students will need to earn above the 7th percent in that grade category (i.e. 67%, 77%, etc.). To earn a minus on the letter grade the students will need to earn at or below the 2nd percent in that grade category (i.e. below 62%, 72%, etc.).
- Final total grades will be rounded based on the tens place, .49 rounds down to next whole number and .5 rounds up. So if your grade was 92.62%, this would be rounded to 93% and receive a letter grade of A, not A-.
- Extra credit options, if available will be announced to the whole class and not on an individual basis.
- It is each student's responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59pm of the due date unless otherwise stated.
- NO late assignments will be accepted and will receive a grade of 0, unless PRIOR arrangements have been made with the professor. It is your responsibility to make sure assignments submitted to Canvas have posted correctly.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A plus</td>
<td>97 to 100%</td>
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<tr>
<td>A</td>
<td>93 to 96%</td>
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<tr>
<td>A minus</td>
<td>90 to 92%</td>
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<tr>
<td>B plus</td>
<td>87 to 89%</td>
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<tr>
<td>B</td>
<td>83 to 86%</td>
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<tr>
<td>B minus</td>
<td>80 to 82%</td>
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<tr>
<td>C plus</td>
<td>77 to 79%</td>
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<tr>
<td>C</td>
<td>73 to 76%</td>
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<tr>
<td>Grade</td>
<td>Percentage</td>
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<td>----------</td>
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</tr>
<tr>
<td>C minus</td>
<td>70 to 72%</td>
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<tr>
<td>D plus</td>
<td>67 to 69%</td>
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<tr>
<td>D</td>
<td>63 to 66%</td>
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<tr>
<td>D minus</td>
<td>60 to 62%</td>
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**Classroom Protocol**

1. Check Canvas regularly!
2. Come to class prepared by completing required readings and assignments.
3. Respect your teacher, classmates, and guests by not talking while they are and be an active participant in class activities.
4. Dress and act professionally! Students are expected to act and dress accordingly in the classroom setting and especially when we are working with community organizations. When we are on campus you should wear clothing you can move in, we will be physically active during class. If you are unable to physically perform what is asked of you please let me know!
5. Cell phones and other distractions (i.e. newspapers, and other recreational materials) should not be present during class unless otherwise stated.
6. If you have any questions or concerns email me, I will respond to your email within 48 hours business hours (e.g., if you email me Friday at 5:30 I will not respond until the following Monday or Tuesday). In your email put KIN 159 at the beginning of the subject line and any relevant information.

**University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/). Make sure to visit this page, review and be familiar with these university policies and resources.
This is a tentative schedule; changes may be made as the course progresses. No additional coursework or assignments will be given. Students will be notified of any changes at least one week in advance in-class and/or via Canvas.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>0</td>
<td>8/21</td>
<td>Welcome – Syllabus</td>
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<tr>
<td>1</td>
<td>8/28</td>
<td>Classifications/Laws (CLO #1, 2, 3 &amp; 4)  &lt;br&gt;Read: Ch. 1 Intro to Wheelchair Sport – on Canvas  &lt;br&gt;Lab: Intro  &lt;br&gt;Quiz 1</td>
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<tr>
<td>2</td>
<td>9/4</td>
<td><strong>LATE START – 4:30pm</strong>  &lt;br&gt;Wheelchair basics (CLO #5 &amp;6)  &lt;br&gt;Read: Ch. 5 Wheelchair Basics – Davis, pg 35-42  &lt;br&gt;Tentative Guest Speaker - San Jose Parks and Rec  &lt;br&gt;Lab: Wheelchair basics</td>
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<tr>
<td>3</td>
<td>9/11</td>
<td><strong>LATE START – 4:30pm</strong>  &lt;br&gt;Indoor Wheelchair Soccer (CLO# 2, 3, 4, 6, 9 &amp; 10)  &lt;br&gt;Read: Ch. 7 Indoor Wheelchair Soccer - Davis, pg 81-119  &lt;br&gt;Lab: Wheelchair soccer  &lt;br&gt;Quiz 2</td>
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<tr>
<td>4</td>
<td>9/18</td>
<td>Sitting Volleyball (CLO# 2, 3, 4, 6, 9 &amp; 10)  &lt;br&gt;Read: Ch. 8 Sitting Volleyball - Davis, pg 115-144  &lt;br&gt;Lab: Sitting volleyball  &lt;br&gt;Quiz 3</td>
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<tr>
<td>5</td>
<td>9/25</td>
<td>Wheelchair basketball (CLO# 2, 3, 4, 6, 9 &amp; 10)  &lt;br&gt;Read: Ch. 6 Wheelchair Basketball - Davis, pg 43-80  &lt;br&gt;Tentative Guest Speaker – Coach Jackson Golden State Road Warriors  &lt;br&gt;Lab: Wheelchair basketball  &lt;br&gt;Scrimmage/practice: Road Warriors 6:30-8pm  &lt;br&gt;Quiz 4</td>
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<td>6</td>
<td>10/2</td>
<td><strong>LATE START – 4:30pm</strong>  &lt;br&gt;Goalball (CLO# 2, 3, 4, 6, 9 &amp; 10)  &lt;br&gt;Read: Ch. 10 Goalball – Davis, pg 169-191  &lt;br&gt;Lab: Goalball  &lt;br&gt;Quiz 5</td>
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<tr>
<td>7</td>
<td>10/9</td>
<td>Boccia (CLO# 2, 3, 4, 6, 9 &amp; 10)  &lt;br&gt;Read: Ch. 12 Boccia - Davis, pg 211-240  &lt;br&gt;Lab: Boccia  &lt;br&gt;Quiz 6</td>
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<tr>
<td>8</td>
<td>10/16</td>
<td>NO Class – Take Home Midterm (CLO# 1, 2, 3, 4, 5, 6, 7, 8, 9, &amp; 10)</td>
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<td>9</td>
<td>10/23</td>
<td>Guest Speaker – Wheelchair dance w/Derrick - Salsa  &lt;br&gt;Lab: Wheelchair dance</td>
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<td>10</td>
<td>10/30</td>
<td>Group Disability Sport Presentations (CLO #2, 3, 4, 6, 9 &amp; 10)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>11</td>
<td>11/6</td>
<td>Group Disability Sport Presentations (CLO #2, 3, 4, 6, 9 &amp; 10)</td>
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<tr>
<td>12</td>
<td>11/13</td>
<td><strong>TENTATIVE LATE START – 4:30pm</strong>&lt;br&gt;Group Disability Sport Presentations (CLO #2, 3, 4, 6, 9 &amp; 10)</td>
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<tr>
<td>13</td>
<td>11/20</td>
<td>Group Disability Sport Presentations (CLO #2, 3, 4, 6, 9 &amp; 10)</td>
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<td>14</td>
<td>11/27</td>
<td>NO Class – Thanksgiving Holiday</td>
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<td>15</td>
<td>12/4</td>
<td><strong>LATE START – 4:30pm</strong>&lt;br&gt;Disability Sport Expo; SPX 107A Gym; 5-6PM; Mandatory Attendance beginning at 4:30PM (Set-up)-6:30PM(Clean-up)&lt;br&gt;(CLO# 3, 5 &amp; 6)</td>
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<td></td>
<td>12/7-8</td>
<td><strong>Wheelchair Basketball Tournament Hosted by SJSU</strong></td>
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<tr>
<td>Final Exam</td>
<td>12/11</td>
<td>Available on Canvas, Due by 7:30pm</td>
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