

08/24/17
Fall 2017

San José State University
Kinesiology 156(01) – Introduction to Adapted Physical Activity (3)
College of Applied Sciences and Arts
Department of Kinesiology

Instructor: Dr. Jihyun Lee
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Office Hours: M 9:30am –11:30 am & by appointment
Class Days/Time: W 4:00pm -6:45pm
Classroom: SPX 151

Course Description

This course focuses on attitude change as well as knowledge, comprehension, and application of human movement principles related to individuals with disabilities

Prerequisite: KIN 070 for majors/minors only or instructor consent.

MYSJSU Messaging and Canvas

In order to ensure that you receive all pertinent email communication, you must have a current and accurate email address in the MySJSU system. Please check to make sure your email is updated in MySJSU. You are responsible for regularly checking your emails and announcements posted on Canvas to learn of any updates. You can access the Canvas Learning Management System course login website at

<http://sjsu.instructure.com>.

Copies of course materials such as the syllabus (greensheet), powerpoint slides, and major assignment instructions and guidelines can be found on Canvas. For more information on setting up your account go to: <http://www.sjsu.edu/ecampus/students>.

Goals

At the completion of a Bachelor of Science degree program in the Department of Kinesiology students should be able to:

1. Obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the sub disciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation.
2. Effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology.
3. Apply scholarship and practice of different movement forms to enhance movement competence in kinesiology.
4. Recognize and apply sustainable approaches as they relate to kinesiology.
5. Identify social justice and equity issues related to kinesiology for various populations.

Course Learning Objectives/Outcomes

The scope of this course is to give the undergraduate student an introduction to physical education/activity, recreation, and sport programming of individuals with disabilities. A combined categorical/generic instructional approach will be used in presentation of material. The instructional material will be organized into two parts:

- I. Foundations of crossdisciplinary adapted physical education/activity, with service delivery implications, across the lifespan of individuals with disabilities.
- II. Individual differences in adapted physical education/activity programming, with emphasis on recreation and sport.

The primary course objectives are to facilitate **a positive attitude** and create **a knowledge base** in the undergraduate student towards the provision of physical education/activity, recreation, and sport services to individuals with disabilities (PLO 1,5). At the conclusion of this course, the undergraduate student will demonstrate:

1. an understanding of the historical, legal, and cross-disciplinary foundations of adapted physical education/activity (PLO 1,2,5).
2. an understanding of the IEP process (learning how to write goals and objectives) as outlined by federal rules and regulations (PLO 1,2,3,5).
3. a conceptual understanding of various disabling conditions and their implications toward adapted physical education, recreation and sport (PLO 1,2,3,5).
4. an understanding of assessment and diagnostic/prescriptive techniques in meeting the individual needs of persons with disabilities (PLO 1,2,3,5).
5. the utilization of appropriate methods (including behavior management), techniques, and materials in the physical education/activity programming of the individuals with disabilities (PLO 1,2,3,5).

Required Textbook

- Winnick, J.P., & Porretta, D. L. (2017). Adapted Physical Education and Sport (6th ed.). Champaign, IL: Human Kinetics
- Other readings as assigned.

Evaluation Criteria (150 points):

Exams (2) (PLO 1, 2, 3, 5)	40 pts
Class Activities (PLO 1, 2, 3, 4, 5)	30 pts
Group Presentation (PLO 1, 3, 4, 5)	30 pts
Film Reflection Discussion (Canvas) (PLO 1, 4, 5)	10 pts
Field Hours (10 hours) and Report (PLO 1, 3, 4, 5)	30 pts
Field Experience Discussion (PLO 4, 5)	10 pts

Grading Scale

Final course grade will be assigned according to the following scale based on the total accumulated percentage of available points during the semester.

A+ 98-100%	A 93-97%	A- 90-92%
B+ 88-89%	B 83-87%	B- 80-82%
C+ 78-79%	C 73-77%	C- 70-72%
D+ 68-69%	D 63-67%	D- 60-62%
F < 60%		

Library Liaison

Adriana Poo adriana.poo@sjsu.edu
(408) 808-2019
(408) 808-2100 Reference Desk
(408) 808-2470 Student Computer Service

Course Policies

- Learning Environment: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which share of themselves without losing their identities, and to develop and understanding of the community in which they live. The instructor reserves the right to lower the grade if students do not meet class behavior expectations. All students are expected to actively participate. That means that students should:
 - actively prepare by reading any assigned materials
 - bring class notes and reading materials to class
 - refrain from anything not class related during class
 - cell phones must be turned off and out of sight
 - laptops should remain closed during class sessions, presentations, and meetings
 - respect each other's opinion
- Make-up Work & Tests
 - A missed exam or presentation will result in a zero point and no make-up test/presentation will be allowed under normal circumstances. If you need a special arrangement, you MUST discuss options with the instructor at least 48 hours BEFORE the test/presentation day. All tests will cover the information from the lectures and reading assignments (could be cumulative).
 - All hardcopies of your assignments need to be turned in at the beginning of the class on the due date. All electronic copies of your assignments need to be turned in via Canvas by 11:59 p.m. on the due date.
 - If you fail to turn in an assignment on time (either an electronic copy or hardcopy), you will receive 50% of the points for the assignment (your points, not total points for the assignment) within a 3-day window including weekend, 25% of the point within 7-day window, and 0% after the 7-day window.
- Service-learning Hours/Activities: Proper attire is required such as tennis shoes, sweat pants, collar shirt and/or SJSU T-shirt. No gum, no headphone, no cell phone, no baseball cap or hat please. Failure to meet the professional behavior expectations will result in 20% deduction of your service learning points for each occasion. Please do not change the service-learning dates, once you sign up for one. If you have a special circumstance and need to change your date, you must make arrangements with your supervisor.

- Group Work Policy
 - A “group work” is meant to be worked on as a group. Therefore, do not divide the assignment into sections, as people start arguing which section is more challenging to do than other parts of the assignment.
 - Because some individuals have difficulty working with others, they have an option to work individually and submit an individual work.
 - All group members will receive the same points for the assignment: clearly indicate on the title page ALL group members who have contributed to writing the paper, and thus will be handing in identical versions.
 - If you choose to continuously miss group meetings or fail to maintain contact with your group, do NOT expect them to include your name on the group work. In such a case, you will need to complete this assignment on your own.
 - The instructor will NOT accept complaints about group members any later than 1 week before the assignment due date. You should have a well-developed draft by then and should be aware of any difficulties you have had working with someone. The instructor will NOT accept complaints about group members until you have discussed your complaint with that group member and discussed possible solutions. That is, you must first address your concerns with that group member and bring it to their attention that you feel they are not contributing equally to the project, before you come to me. If you still feel you need to come to me, you must be able to tell me the response you received from the group member, so that the instructor knows a legitimate attempt was made to resolve the issue on your own.

University Policies

Please note that detailed information about the following information can be found at www.sjsu.edu/gup/syllabusinfo/ Please familiarize yourself with this information.

- General Expectations, Rights and Responsibilities of the SJSU Student
- Dropping and Adding
- Consent for Recording of Class and Public Sharing of Instructor Material
- Academic integrity
- Campus Policy in Compliance with the American Disabilities Act
- Student Technology Resources
- SJSU Peer Connections
- SJSU Writing Center
- SJSU Counseling and Psychological Services
- **Students with Disabilities:** “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability.” Academic Senate Policy F06-2

Course Schedule

* Schedule is subject to change

* Changes will be announced in class and/or posted on Canvas

WK	Date	Topic	Readings; Tasks
1	8/23	Orientation	
2	8/30	Intro to APA; Models of Disabilities; Physical Activity Barriers	Two Readings on Canvas
3	9/6	Legal Mandates; Community Resources; Inclusion	Ch1 (Laws important to APE; brief history of APE) Reading; Bring your laptop Decide Presentation Topics
4	9/13	Adapted Physical Education; IEP; Assessment	Ch 2 (meaning of APE); Ch 4; Ch 5 How to Write goals/objectives
5	9/20	Instructional Strategies	Ch 7; Gym Activity Presentation Meeting
6	9/27	Behavior Management	Ch 6; Presentation Meeting
7	10/4	Autism Spectrum Disorders	Reading. Gym Activity Presentation Meeting
8	10/11	2017 Western Society for Kinesiology & Wellness Conference	Communication via Canvas; Field Hours Presentation Meeting
9	10/18	Exam 1 A Film Screening: The Rebound (TBA) OR a guest speaker's session	Presentation Meeting
10	10/25	Intellectual Disability Plan to attend Ability Expo on the weekend	Ch 8 Presentation 1 Reflection Discussion Due
11	11/1	Brain Injuries (CP, TBI) *Ability Expo Presentation	Ch 14 Presentation 2 (2-1)
12	11/8	Visual Impairment	Reading Gym Activity Presentation 3
13	11/15	2017 National Adapted Physical Education Conference	Communication via Canvas; Field Hours
14	11/22	Thanksgiving	No Class
15	11/29	Specific Learning Disability; Deaf & Hearing Impairments; Amputation; Other Health Impairments	Ch11, 13, 15, 17, or 18 Presentation 4 Field Experience Discussion & Report Due
16	12/6	Adapted Sports	Reading Ch 3 Gym Activity Presentation 5
17	TBA	Exam 2	