

**San José State University**  
**College of Health and Human Sciences/Department of Kinesiology**  
**KIN 159, Sport and Adapted Activities, 001, Spring, 2021**

**Course and Contact Information**

Instructor(s):	Dr. Erin Ashleigh Siebert; TA – Sal Delgado
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Office Hours:	Wednesday 12-2pm or by appointment, via Zoom only. Zoom link on Canvas course site.
Class Days/Time:	Online and asynchronous, Zoom link on Canvas course site. Live Zoom meetings to be schedule by groups as needed.
Prerequisites:	KIN 70; for majors/minors only or instructor consent

**Course Description**

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

**Course Format**

**Online Course**

This course requires regular online participation (on Canvas). You need to engage with all course material to fully participate (complete assigned readings, watch posted videos, etc.). In addition to 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. Additional course information will be provided via the Canvas course site and through the Canvas email message system.

**APEAA Fieldwork Hours During COVID-19**

Fieldwork hours normally completed during the semester, when in-person classes are allowed to meet, are required to satisfy the hours requirement for the APEAA. **Only if you are a student pursuing your APEAA,** you will need to complete these hours (i.e., 10 hours for KIN 107, 156 and 159, respectively, for a total of 30 hours for all 3 courses) outside of this semester. You will need to document and verify your hours in order to receive your letter for APEAA credential. You must provide this documentation when you request your letter. Work with Drs. Lee and Siebert to make sure your placement is appropriate before completing your hours.

**CANVAS Course Web Page**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the e-campus [Canvas learning management system](http://www.sjsu.edu/at/ec/canvas/) at <http://www.sjsu.edu/at/ec/canvas/>. You are responsible for regularly checking the Canvas discussion board and email for information and messages. Login using your My SJSU username and password. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources))

## 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).

## APEAA Program Standards:

Upon successful completion of this course, students will have met the follow California CTC APEAA 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

Davis, R.W. (2011). *Teaching disability sport: A guide for physical educators*. (2<sup>nd</sup> Ed.) Champaign, IL: Human Kinetics, (ISBN-9780736082587)

Winnick, J.P., & Porretta, D. L. (2017). *Adapted physical education and sport* (6<sup>th</sup> ed.). Champaign, IL: Human Kinetics, (ISBN-9781492511533) - [Same text as used in KIN 156]

### Other Readings

Additional readings will be made available on Canvas.

### Library Liaison

Adriana Poo

Email: [adriana.poo@sjsu.edu](mailto:adriana.poo@sjsu.edu)

Phone: (408) 808-2019

Reference Desk: (408) 808-2100

Student Computer Service: (408) 808-2470

### Course Requirements and Assignments

The course will consist of a combination of online lectures and discussions. Student participation is a vital part of the learning process. The required textbook 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. 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-ups will be evaluated on an individual basis.

Students should work through weekly course modules, participate in all online discussions and attend any live Zoom meetings of their classes, not only because they are responsible for material discussed therein, but because **active participation** is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading. University Policy F69-24 at <http://www.sjsu.edu/senate/docs/S12-3.pdf> - emphasis added.

This class will be a combination of online course modules with weekly quizzes, online group discussions, and two written papers.

## 1. **Modules and Online Quizzes:**

This course is comprised of online modules to be completed each week in conjunction with assigned course readings and various course media content. You will work through one module each week. Student must complete an online quiz to assess their understanding on the material. The focus will be on the content, readings and assigned course media in the module for that quiz; however, everything covered up to that quiz is fair game. In other words, it will be necessary for you to read, engage with, and understand the required material to pass the quizzes. Some quizzes may cover multiple modules while others focus on just one. Quizzes are due by Sunday of the week assigned by midnight. No make-up quizzes will be given. Total 280 points/20 points per quiz, two lowest quiz scores will be dropped.

All quizzes are administered online through Canvas. You are responsible for ensuring you can access the quiz (e.g., you have internet access and you know your Canvas password). Technical difficulties will not excuse a missed quiz. Quizzes will be open book but will be timed; you will not have enough time to look up every question. Correct answers for the quizzes are revealed when the quizzes close, therefore **no make-up quizzes will be given.**

2. **Disability Sport Discussions:** Students will be randomly placed into groups and this will be their lab group to discuss various disability sports. It will be extremely important to thoroughly read and/or watch each assignment before engaging in class on the day that each topic is to be discussed. A significant part of the success of this class will depend on your willingness and ability to contribute thoughtful and critical comments and questions to these discussions.

Each student will be required to contribute 14 original discussion postings, 28 responses (2 per module) to a peer's posting, and 28 responses (2 per module) to a peer's response to your original posting for a total of 70 postings throughout the course. The postings will be a space for you to reflect on assigned readings and any media content that relate to course topics. Students are expected to write approximately 1-2 thoughtful paragraphs per entry. Please keep tone, language, and content academic and respectful. Topics can be found on Canvas under the "Discussions" tab and will be related to that week's lab. Each module will have an online discussion on Canvas regarding class materials and readings. Post within the week window for full credit. Total 420-points/10 points per original post and 5 points per response. See Canvas for more details.

3. **Disability Paper:** This scholarly paper, at least 1,500 words, will allow you to develop a comprehensive overview of a specific disability. The purpose of this assignment is to familiarize yourself with one disability utilizing the research literature and information available on common characteristics and accommodations needed. This paper will require you to cite primary (i.e., academic, peer reviewed journal articles) and secondary sources (e.g., course textbook, .gov resources, non-profit agencies, and other reference materials). At least 3 sources must be cited within the paper. Topics must be approved by the instructor in advance. Detailed assignment instructions are posted on Canvas. Use the rubric to help ensure your paper has all the required components.

Rubrics and elaborated assignment instructions are provided on Canvas. Detailed discussion of assignment expectations will occur in class.

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### Final Evaluation

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

**Final Paralympic Sport Paper:** This scholarly paper, at least 2,000 words, will allow you to develop a comprehensive overview of a specific Paralympic sport, event or game. The purpose of this assignment is to familiarize yourself with one disability sport or activity utilizing the research literature and information available that activity and common accommodations needed. This paper will require you to cite primary (i.e., academic, peer reviewed journal articles) and secondary sources (e.g., course textbook, .gov resources, non-profit agencies, and other reference materials). At least 5 sources must be cited within the paper. Topics must be approved by the instructor in advance. Detailed assignment instructions are posted on Canvas. Use the rubric to help ensure your paper has all the required components.

### Grading Information

Description	Weight
Online Quizzes (PLO #1, 2, 4 & 5)	25%
Online Discussions (PLO #1, 2, 3, 4 & 5)	40%
Midterm – Disability Paper (PLO #1, 2, 4 & 5)	15%
Final – Paralympic Sport Paper (PLO #1, 2, 4 & 5)	20%

Grade	Percentage
<i>A plus</i>	97 to 100%
<i>A</i>	94 to 96%
<i>A minus</i>	90 to 93%
<i>B plus</i>	87 to 89 %
<i>B</i>	84 to 86%
<i>B minus</i>	80 to 83%
<i>C plus</i>	77 to 79%
<i>C</i>	74 to 76%
<i>C minus</i>	70 to 73%
<i>D plus</i>	67 to 69%
<i>D</i>	64 to 66%
<i>D minus</i>	60 to 63%
<i>F</i>	59% or below

## 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 3rd percent in that grade category (i.e. below 63%, 73%, etc.).
- Final total grades will be rounded based on the tenths place, .49 rounds down to next whole number and .5 rounds up. So if your grade was 93.62%, this would be rounded to 94% 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.
- Grade disputes must be raised with the professor within one week of the assignment being graded. Last minute end of semester requests to review assignments for additional points will not be considered. Any grade disputes should be raised privately via email between the student and the professor, not in class.
- It is each students 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.

## Classroom Protocol

1. Check Canvas regularly!
2. Be prepared by completing required readings and assignments prior to attempting the module quizzes.
3. A significant part of the success of this class will depend on your willingness and ability to contribute thoughtful and critical comments and questions to the whole class. Students will participate in group discussions to facilitate and foster intellectual community
4. Respect your teacher, classmates, and guests by engaging in appropriate and active participation in online discussions.
5. If you have any questions or concerns email me. I will respond to your email within 2 business days (e.g., if you email me Friday at 4:00pm I may not respond until the following Monday or Tuesday).
6. Given the nature of this class, you will need to budget time for assignment completion independently.

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

## KIN 159 / Adapted Sport and Activities, Spring 2021, Course Schedule

This tentative schedule and may change as the course progresses. Students will be notified of any changes at least one week in advance in-class and/or via Canvas.

### Course Schedule

Week/ Module	Topics, Readings, Assignments, & Deadlines	Learning Outcomes
2  (Wk of 2/1)	Module: Welcome – Syllabus Overview Lab: Getting to Know You <b>DUE: Discussion 1 and Quiz 1 – Syllabus Review</b>	
3  (Wk of 2/8)	Module: Disability Law Review Read: Davis - Ch. 5 Wheelchair Basics & Davis - Ch. 6 Wheelchair Basketball Lab: Wheelchair Basketball <b>DUE: Discussion 2 and Quiz 2</b>	CLOs # 1, 2, 3, 4, 5, 6, 8 & 9
4  (Wk of 2/15)	Module: General Accommodations Read: Winnick – Ch. 3 Adapted Sport & Davis - Ch. 8 Sitting Volleyball Lab: Sitting Volleyball <b>DUE: Discussion 3 and Quiz 3</b>	CLOs # 2, 3, 4, 5, 7, 8 & 9
5  (Wk of 2/22)	Module: Modifications for Serve Disabilities, Tech Read: Winnick – Ch. 29 Wheelchair Sport Performance & Davis – Ch. 7 Indoor Wheelchair Soccer Lab: Power Soccer <b>DUE: Discussion 4, Quiz 4, and Disability Paper Topic</b>	CLOs # 1, 2, 3, 4, 6, 7, 8 & 9
6  (Wk of 3/1)	Module: Traumatic Brain Injury (Cerebral Palsy) Read: Winnick Ch. 14 CP/TBI & Davis – Ch. 12 Boccia Lab: Boccia <b>DUE: Discussion 5 and Quiz 5</b>	CLOs # 2, 3, 4, 6, 8 & 9
7  (Wk of 3/8)	Module: Visual Impairment Read: Winnick – Ch. 12 Visual Impairment & Davis – Ch. 10 Goalball Lab: Goalball <b>DUE: Discussion 6 and Quiz 6</b>	CLOs # 2, 3, 4, 8 & 9
8  (Wk of 3/15)	Module: Deaf/Hard of Hearing (Deaflympics) Read: Winnick – Ch. 13 Deaf/Hard of Hearing Lab: Deaflympics <b>DUE: Discussion 7 and Quiz 7</b>	CLOs # 2, 3, 4, 8 & 9



<b>Week/ Module</b>	<b>Topics, Readings, Assignments, &amp; Deadlines</b>	<b>Learning Outcomes</b>
9  (Wk of 3/22)	Module: Intellectual Impairment (Down Syndrome) Read: Winnick – Ch. 8 Intellectual Impairment & Winnick Ch. 24 Rhythmic Movement/Dance Lab: Special Olympics/Wheelchair Dance <b>DUE: Discussion 8, Quiz 8, and Disability Paper</b>	CLOs # 2, 3, 4, 6, 8 & 9
10  (Wk of 4/5)	Module: Spinal Cord Injury (Spina Bifida) Read: Winnick – Ch. 16 SCI & Davis – Ch. 11 Salom Lab: Para-Athletics (Wheelchair racing) <b>DUE: Discussion 9 and Quiz 9</b>	CLOs # 2, 3, 4, 6, 7, 8 & 9
11  (Wk of 4/12)	Module: Amputations, Dwarfism, and Les Autres Read: Winnick – Ch. 15 Lab: Para-Badminton (Wheelchair Badminton) <b>DUE: Discussion 10 and Quiz 10</b>	CLOs # 2, 3, 4, 6, 7, 8 & 9
12  (Wk of 4/19)	Module: Aquatics & Other Orthopedic Impairment Read: Winnick – Ch. 17 OHI & Winnick - Ch. 25 Aquatics Lab: Para-Swimming <b>DUE: Discussion 11 and Quiz 11</b>	CLOs # 2, 3, 4, 8 & 9
13  (Wk of 4/26)	Module: Team Sports Read: Winnick – Ch. 26 Team Sports Lab: Wheelchair Rugby <b>DUE: Discussion 12, Quiz 12, and Paralympic Sport Topic</b>	CLOs # 2, 3, 4, 6, 8 & 9
14  (Wk of 5/3)	Module: Individual Sports Read: Winnick – Ch. 27 Individual, Dual, Adventure Sports and Activities. Lab: Wheelchair Tennis <b>DUE: Discussion 13 and Quiz 13</b>	CLOs # 2, 3, 4, 8 & 9
15  (Wk of 5/10)	Module: Winter Sports Read: Winnick – Ch 28 Winter Sports Lab: Sled/sledge hockey <b>DUE: Discussion 14 and Quiz 14</b>	CLOs # 2, 3, 4, 8 & 9
Final Exam	Paralympic Sport Paper, Due on CANVAS on Tuesday, May 25, 2021, by 7:30pm	CLOs #2, 3, 4, 6, 8 & 9