



PE III: INDEPENDENT STUDY PHYSICAL EDUCATION

COURSE DESCRIPTION

The independent study Physical Education course is designed for students who participate in sports activities which require a coach and a great amount of physical practice and training. This course is designed to satisfy a one semester high school physical education course.

Students who choose to participate in independent study physical education are held accountable for steady progress towards goals established by the coach and by the teacher of record. The student is required to submit proof of that progress through careful notes, observations, and lab reports as well as completed research project.

PRE-REQUISITES / CREDIT HOURS

- None / 5 credits

REQUIRED TEXTBOOK / MATERIALS

- This course is not textbook dependent

COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, synchronous chats, and asynchronous discussions with students and their instructor, interactions with online tutorials, online and hands-on simulations, and virtual classroom chats.
- A semester project developed by each student will be used to demonstrate knowledge and understanding of the material in the course.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through e-mail.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

METHOD OF INSTRUCTION

1. Goal Setting
2. Daily Journals
3. Discussions
4. Practical Application



COURSE LEARNING OUTCOMES

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

Student course learning outcomes will be determined by the coach and by the teacher of record.

COURSE OUTLINE

Unit	Activities
1	<ul style="list-style-type: none">• Course planning assignment• Daily Journal 1• Daily Journal 2• Daily Journal 3• Daily Journal 4• Daily Journal 5• Weekly Progress Report Signed by Coach
2	<ul style="list-style-type: none">• Weekly Goal Sheet• Daily Journal 1• Daily Journal 2• Daily Journal 3• Daily Journal 4• Daily Journal 5• Weekly Progress Report Signed by Coach
3	<ul style="list-style-type: none">• Weekly Goal Sheet• Daily Journal 1• Daily Journal 2• Daily Journal 3• Daily Journal 4• Daily Journal 5• Weekly Progress Report Signed by Coach
4	<ul style="list-style-type: none">• Weekly Goal Sheet• Daily Journal 1• Daily Journal 2• Daily Journal 3• Daily Journal 4• Daily Journal 5• Weekly Progress Report Signed by Coach• Review of Goals Signed by Coach• Reflection



5	<ul style="list-style-type: none">• Weekly Goal Sheet• Daily Journal 1• Daily Journal 2• Daily Journal 3• Daily Journal 4• Daily Journal 5• Weekly Progress Report Signed by Coach
6	<ul style="list-style-type: none">• Weekly Goal Sheet• Daily Journal 1• Daily Journal 2• Daily Journal 3• Daily Journal 4• Daily Journal 5• Weekly Progress Report Signed by Coach
7	<ul style="list-style-type: none">• Weekly Goal Sheet• Daily Journal 1• Daily Journal 2• Daily Journal 3• Daily Journal 4• Daily Journal 5• Weekly Progress Report Signed by Coach
8	<ul style="list-style-type: none">• Weekly Goal Sheet• Daily Journal 1• Daily Journal 2• Daily Journal 3• Daily Journal 4• Daily Journal 5• Weekly Progress Report Signed by Coach• Reflection• Formal Paper

COURSE REQUIREMENTS

Students are expected to complete all class activities, complete exams as scheduled, and turn in all assignments on time. Failure to do so may result in the loss of points. Minimum requirements to be met by the student should include demonstrating adequate achievement of the learning objectives listed above.



GRADING POLICY

Students will be graded on the following:

Graded Assessment Activity:	Number of Points	Percentage
Goal Setting	65	9%
Daily Journals	400	56%
Discussions / Reflections	40	6%
Progress Reports	160	22%
Formal Paper	50	7%
Total	715	100%

DEFINITION OF GRADES

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D-	60% - 63.9%
F	59% and lower

A - Outstanding Achievement (Significantly Exceeds Standards)

B - Commendable Achievement (Exceeds Standards)

C - Acceptable Achievement (Meets Standards)

D - Marginal Achievement (Below Standards)

F - Failing



WRITING STANDARDS

Note: Letter grades may be assigned for any or all of the following reasons.

“A” range: Outstanding achievement significantly exceeds standards.

- Unique topic or unique treatment of topic, takes risks with comment; fresh approach
- Sophisticated/exceptional use of examples.
- Original and “fluid” organization; all sentences and paragraphs contribute; sophisticated transitions between paragraphs.
- Integration of quotations and citations is sophisticated and highlights the author’s argument.
- Confidence in use of Standard English, language reflects a practiced and/or refined understanding of syntax and usage.
- Sentences vary in structure, very few if any technical errors (no serious mechanical errors).

“B” range: Commendable achievement, exceeds standards for course.

- Specific. Original focus, content well handled.
- Significance of content is clearly conveyed; good use of examples; sufficient support exists in all key areas.
- Has effective shape (organization), effective pacing between sentences or paragraphs.
- Quotations and citations are integrated into argument to enhance the flow of ideas.
- Has competent transitions between all sentences and paragraphs.
- Conveys a strong understanding of Standard English; the writer is clear in his/her attempt to articulate main points, but may demonstrate moments of “flat” or unrefined language.
- May have a few minor mechanical errors (misplaced commas, pronoun disagreement, etc.), but no serious mechanical errors (fragments, run-ons, comma-splices, etc.).

“C” range: Acceptable, solid achievement, meets standards for course.

- Retains over-all focus, generally solid command of subject matter.
- Subject matter well-explored but may show signs of under-development.
- Significance is understood, competent use of examples.
- Structure is solid, but an occasional sentence or paragraph may lack focus.
- Quotations and citations are integrated into argument.
- Transitions between paragraphs occur but may lack originality.
- Competent use of language; sentences are solid but may lack development, refinement, style.
- Occasional minor mechanical errors may occur, but do not impeded clear understanding of material.
- No serious mechanical errors (fragments, run-ons, comma-splices, etc.).



“D” range: Marginal achievement; only meets minimum standards (Note: the “D” grade is a passing grade; work that is not of “passing quality” should receive grade “F”.)

- Significance of content is unclear.
- Lacks sufficient examples or relevance of examples may be unclear.
- Support material may not be clearly incorporated into argument.
- Expression is occasionally awkward (problematic sentence structure).
- Mechanical errors may at times impede clear understanding of material.
- May have a few serious mechanical errors, but no recurring serious mechanical errors (fragments, run-ons, comma-splices, etc.).

“F” range: Failure to meet minimum standards

- Ignores assignment.
- Lacks significance.
- Lacks coherence.
- Includes plagiarized material (unintentional or intentional).
- Lacks focus.
- Difficult to follow due to awkward sentence or paragraph development.
- Mechanical errors impede understanding.
- Problems with writing at the college level.

STUDENT RESPONSIBILITIES

1. If you are having difficulty with the course, computer problems, and/or personal problems, notify the instructor as soon as possible.
2. The faculty must be contacted prior to any due date to negotiate possible alternative arrangements.
3. As an online learner, you are responsible for determining the pace and schedule of your coursework. Be prepared to spend a significant amount of time completing this course. If you were to attend an on-campus class, you would be spending 40-48 hours in the classroom alone.
4. In order to be fair to all students in the class, the due dates for each assignment will be strictly adhered to. All written submissions must be typed in 12-point font and double-spaced. The papers should be logically organized.
5. Formal papers should conform to the MLA format.
6. Back up every piece of work you do on a disk or floppy and make a hard copy. If you experience computer difficulties, you are responsible for solving your own technical problems.
7. Odd things happen in cyberspace: emails get lost; servers disconnect temporarily; etc. Don't wait for the last moment to get things done. Allow time to meet deadlines. You are responsible for getting the work to me on time.

ATTENDANCE REQUIREMENTS

Please know that this course does require students to attend the course on a weekly basis. Please refer to the student handbook for the requirements for attendance for online classes.



CLASS PARTICIPATION REQUIREMENTS

This course requires the student to participate in the online discussion threads. You will be graded on your participation. At least 5% of your grade will be based on participation. Please refer to the **Class Participation** page in the Course Home for the grading rubric for the participation and a description of the **netiquette policies** required to be followed in all discussion posts.

1. Always respond to the person by name in your discussion post.
2. Always provide a citation to support your statements if it's not a well-known and accepted fact.
3. Check your work for typographical and grammatical errors before you submit your posts.
4. Make sure to avoid acronyms or abbreviations that are not commonly used in the general population.
5. Never use Wikipedia. Do not use unreliable web sites as a reference.
6. Never provide student names, email or contact information to anyone.
7. Never send spam to your classmates or instructor.
8. Never solicit online for anything, even for volunteers. Check with your instructor first to see if it would be appropriate to post.
9. Check your files for viruses before you upload them to the online classroom.
10. Keep your files that you upload small if possible and use a common word processor such as Microsoft Word.
11. Never use ALL CAPS unless you really mean it. It's shouting on the web.
12. Be courteous. Flaming emails and posts will be immediately removed and would impact your participation and final grade.

PRE-COLLEGE PROGRAMS GENERAL POLICIES:

Ethics: Ethical behavior is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

Netiquette: You will be participating in online discussion, asking each other questions, and commenting on the discussion postings of others. It is important that you abide by the proper rules of "Netiquette" while interacting online. Imagine that the virtual class is like a face-to-face class wherein tolerance and respect for all participants is encouraged and the language used to express ideas reflects sincere effort and neither contains profanity nor abusive verbiage. Students who do not conduct themselves properly will be held responsible for their online behavior. Here is a sample link to an informative source on Netiquette:

<http://www.albion.com/netiquette/corerules.html>

Technology: Students are expected to be competent in using word- processing, spreadsheet, and presentation software in this course. Use of the Internet and E-Mail is required.

Help Desk: Please feel free to contact the Blackboard Help Desk if you have trouble logging in or technical difficulties.

Plagiarism: Students are required to cite the use of materials written by others in all written communications for courses. The use of ideas, words, or phrases without proper attribution constitutes plagiarism. Plagiarism is the presentation of someone else's ideas or work as one's own. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the NUVHS Catalog, which may include a failing grade for the work in question or for the entire course. The burden of proof rests on the student, not the instructor, in other words, the student will be required to prove that plagiarism has not occurred. Inadequately or improperly cited work will receive no credit. Plagiarism is a violation of the NUVHS's Code of Student Conduct and is subject to discipline up to and including dismissal from the College.

Diversity: Learning to work with and value diversity is essential in every degree program. Students are required to act respectfully toward other students and instructors throughout the course. Students are also expected to exhibit an appreciation for multinational and gender diversity in the classroom and develop leadership skills and judgment appropriate to such diversity in the workplace.

Disability: National University Division of Pre-College Programs complies with the American Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. If you need accommodations due to documented disability, please contact the Coordinator of Student Services at (866) 366-8847. Information received by this office is confidential and is only released on the 'need-to-know' basis or with your prior written consent.

NUVHS Expected Schoolwide Learning Results (ESLRs):

It is anticipated that NUVHS students will be:

Engaged Learners

1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance their overall academic potential
3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

1. Effectively analyze and articulate sound opinions on a variety of complex concepts
2. Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

Global Citizens

1. Appreciate the value of diversity
2. Understand the range of local and international issues facing today's global community
3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century