

EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE  
GENERAL EDUCATION PROGRAM:  
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

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DEPARTMENT/SCHOOL: HPHP

COLLEGE: CHHS

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1. Subject Code, Number, and Title: PHED 400 Philosophical Issues and Advocacy in Physical Education

2. Credit Hours 3

3. Course Description

This required writing intensive course explores philosophical issues in physical education while incorporating practical writing skills needed by today's physical education professionals. Students will also be taught to use critical thinking skills needed to take positions and advocate for the physical education profession.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
- Global Awareness
- U.S. Diversity
- Knowledge of the Disciplines**
- Arts  Humanities
- Science  Social Science
- Learning Beyond the Classroom (*LBC designation*)**

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students. Note: *The Writing-Intensive courses are designed to provide students with the opportunity to continue to develop their writing through engagement with disciplinary strategies and conventions. Those proposing a WI course should explain in the rationale how and why the course is a writing-intensive course.*

The thinking skills woven into this writing intensive philosophical issues and advocacy course will provide students with practical experiences that apply and reinforce the written and oral communication skills needed as physical education professionals for engaged and ethical participation in advocacy and collegial debate of philosophical issues. Some examples of ways students will demonstrate their critical thinking abilities in this course include writing assignments such as letters of introduction to parents which will incorporate a teaching philosophy statement, critical evaluation of philosophical scenarios, and simulated presentations to school boards.

Students will explore philosophical issues through primary and secondary source readings, and incorporation of scenarios which they will have opportunities to reflect upon in their journals. Through staged writing assignments, which will include both papers developed in stages and as well as papers written with multiple drafts, students will demonstrate their comprehension of philosophical issues and be able to develop evidence and take positions advocating for the physical education profession.


7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

**In the upper-level writing-intensive courses in the major, students will...**

- **Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in a discipline.**

Students enrolled in PHED 400 will critically evaluate readings and scenarios in the area of philosophical issues and advocacy relevant to physical education. Students will critically analyze primary and secondary source readings for underlying philosophical issues and the validity and reliability of information located. They will then write about issues by assuming a particular perspective such as writing as a parent, K-12 student or principal.

The School Board Presentation Project requires students to use staged writing for methodologically and systematically planning, editing, and revising their writing and oral presentations to make them appropriate for the simulated school board. Students will develop their School Board Presentation Project in parts which will be written using multiple drafts and revisions. In associated assignments such as opinion/editorial pieces and “hot sheets,” students will convince individual (mock) school board members to vote for the position advocated by the student.

Through course material and various assignments students will develop flexible reading strategies by reading from a variety of resources including research and practitioner journals, as well as reports from our national professional organization and governmental agencies such as Centers for Disease Control and Ed.gov. Students will read, interpret and put research findings to use in documents they develop and in communicating the message about important issues in our profession such as the impact of childhood obesity and the importance of leading a healthy, physically active lifestyle. They will use flexible writing strategies by writing for a variety of audiences in order to clearly communicate information to students and their families as well as a  general public in understandable and meaningful ways.

- **Use writing strategies that achieve the purposes(s) for writing and address the expectations of audience(s) within a disciplinary context.**

Assignments in PHED 400 prepare students to write for a variety of audiences they will encounter in their profession as physical educators such as: school board members, administrators, colleagues, parents, general public, and their students. Students will prepare a letter of introduction for themselves which includes their personal philosophy of teaching physical education to be sent home with students on the first day of school. They will also develop an informational newsletter designed to communicate with K-12 students’ families about philosophical issues and advocacy in physical education. As ancillary assignments leading up to the School Board presentation, students will write an opinion/editorial piece for submission to a local newspaper and develop a “hot sheet” to distribute to school board members.

- **Formulate research questions and employ strategies for researching and responding to those questions.**

In formulation of their School Board proposal, students will select a philosophical or advocacy issue in physical education and prepare as if they were going to present to a school board on their topic in order to gain the board’s support for his/her position. Students would be held accountable to actual school board rules and policies from surrounding communities for presentations including procedures for having the item included on the board’s agenda, to time limits and formats of presentations. Students will need to use skills learned in this class and others such as locating credible information, proper citation and referencing of resources. Besides using conventional secondary sources students will be required to use primary data sources, such as journal articles, reports and position papers from our professional associations in

development of their presentations. Library and information literacy skills will be reinforced while researching their proposals through use of print library resources, as well as electronic indexes and databases and internet resources. Development of PowerPoint presentations with accompanying speakers' notes and handouts will help students organize and prioritize speaking points in order to prepare for presentations with specific time limits. Public speaking and presentation skills will be rehearsed in small and whole group settings to effectively communicate researched information, findings and implications.

• **Use discipline-specific genres to communicate information.**

Physical education teachers must be able to communicate to a wide variety of audiences with many discipline-specific genres using written and spoken communication as well as movement forms. They must be able to present comprehensible lessons to K-12 students, communicate with families to have them help re-enforce taught lessons, share events and program happenings with the general public, provide evidence-based reports to administrators advocating for additional updated equipment, facilities, or curricular changes. Physical educators may even need to go before a school board to advocate for their programs or changes in policies. Best practices in physical education also incorporate uses of technology in teaching, learning and on-going professional development. Our pre-service physical educators must develop their information literacy skills and proper netiquette for using professional listservs and participating in professional on-line communities.

• **Understand conventions for communicating, disseminating, and interpreting information within a discipline.**

This course reinforces the writing and verbal conventions for communicating disseminating and interpreting information within the discipline of physical education. Emphasis will be placed on accuracy of information shared with others as well as appropriate reading levels and styles of writing for various audiences. Academic language and American Psychological Association formatting and citation are to be used when communicating with other educators. Jargon-free language written at reading levels comparable to newspapers and magazines will be used with parents and community members. Handouts and newsletters intended for students will be developed for grade appropriate reading levels.

**Evaluation**

The instructor provides the principle means of assessment regarding the degree to which students have met the outcomes of the university requirement for the writing intensive course. Student work on responses to philosophical issues readings and scenarios as well as the various elements of the School Board Proposal Project are evaluated according to criteria specified for each writing assignment (See attached Philosophical Issues Paper Scoring Guide). For each assignment criteria include adherence to format and style considerations as well as content and proper use of grammar and spelling (except for student journals). Carelessness in these areas impacts the overall grade both because it impacts the effectiveness of the message and because it harms the impression of competence being made. In addition to the standards stated above written assignments must

- be based on sound resources
- be focused on a philosophical issue or advocacy for physical education
- be written for the intended audience (parents, school board members)

Students also participate in formative assessments in the form of peer editing, check lists, rubrics and written self-evaluative reflections.

\* This course inclusion form was adapted from MGMT 480's form.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

**Please submit all materials in electronic form.**

### Action of the Department/College

#### 1. Department

Vote of department faculty: For 8 Against 0 Abstentions 0

\_\_\_\_\_  
Department Head \_\_\_\_\_ Date

#### 2. College

\_\_\_\_\_  
College Dean \_\_\_\_\_ Date

### Action of General Education Advisory Committee

Vote of General Education Committee: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Chairperson, General Education Advisory Committee \_\_\_\_\_ Date

### Approval

\_\_\_\_\_  
Associate Vice-President for Undergraduate Studies and Curriculum \_\_\_\_\_ Date