

EASTERN MICHIGAN UNIVERSITY
Caring Professional Educators for a Diverse and Democratic Society
School of Health Promotion and Human Performance
Philosophical Issues and Advocacy in Physical Education
PHED 400 WI (3 credits)

Professor: Roberta “Bert” Faust, Ph.D. **Office Hours:** MWF 9-10 M & W; 11-11:45;
Office: 319-M Porter M & W 1-1:45
Phone: (734) 487-7120 ext. 2712 other times may be arranged
or (734) 487-0090 by appointment
Email: rfaust@emich.edu **On-line Office Hours: (same as above)**

Catalogue 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 to skills needed to take positions and advocate for the physical education profession.

Course Purpose:

The purpose of PHED 400 is for physical education majors to develop their professional writing skills in this writing intensive class while exploring philosophical issues in physical education and learning to advocate for their profession. In this facilitated class students learn to think critically through use of a series of staged writing assignments focusing on philosophical issues and advocacy in physical education.

Writing Intensive Rationale:

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.

Course Outcomes:

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.
- Use writing strategies that achieve the purposes(s) for writing and address the expectations of audience(s) within a disciplinary context.
- Formulate research questions and employ strategies for researching and responding to those questions.
- Use discipline-specific genres to communicate information.

Required Textbook:

Kretchmar, R. S. (2005). *Practical Philosophy of Sport and Physical Activity* (2nd edition).
Champaign, IL: Human Kinetics. ISBN: 0736001417

Required Supplies: Notebook; Flash Drive (256 MB or larger)

Supplemental Readings: On-line available using EMU Electronic Reserves, WebCT Vista and WWW

Method of Evaluation (see WebCT Vista for description of assignments and scoring guides)

- School Board Presentation Paper 100 points*
- School Board Oral Presentation 100 points*
- Informational Advocacy Newsletter to Families 100 points*
- Letter of Introduction with Philosophy 100 points*
- Journaling 5X 20 points = 100 points*
- Philosophical Issue Papers 5 X 50 = 250 points*
- Advocacy Opinion/Editorial Paper 50 points*
- Advocacy Hot Sheet (convince individuals of your position) 50 points*
- Listserv Postings (threaded discussion) 5 x 10 points = 50 points*
- Philosophical Issues Scenarios 10 x 10 points = 100 points*

1000 Total Possible Points in the course

***Keep returned papers as receipts for your grades.**

Grading Scale	
Percentage	Points
A 100 – 94%	1000 – 940
A- 93 – 90%	939 – 900
B+ 89 – 87%	899 – 870
B 86 – 84%	869 – 840
B- 83 – 80%	839 – 800
C+ 79 – 77%	799 – 770
C 76 – 74%	769 – 740
C- 73 – 70%	739 – 700
D+ 69 – 67%	699 – 670
D 66 – 64%	669 – 640
D- 63 – 60%	639 – 600
E 59 – 0%	600 – 0

***Students are required to back-up all work to at least one other location.**

***Ten percent will be deducted for each day an assignment is late. *Attendance at each class meeting and active engagement with learning experiences are expected. Students will sign an attendance sheet each day.** (Attendance sheets are used to provide evidence of Teacher Dispositions).

***Please notify me PRIOR to an absence whenever possible. Arrangements for make-up work must be requested by the student on or before the next class meeting following the absence or a zero will be recorded for the assignment.**

Policies

- Academic misconduct will be penalized to the fullest extent of university policy.
- Professional behavior is expected at all times, incivilities will not be tolerated.
- Eating and drinking are not permitted in the computer labs.
- Please silence or turn off all electronics upon entering the classroom.
- Please remove hats upon entering the classroom as a professional courtesy.

F and J visa students; you have 10 days to report any:

- Changes in your name, residential address, academic status (full or part time enrollment, program of study or completion date, student level (undergrad to grad) or funding source (employment or graduate assistant position)
- Intent to transfer to another university
- Probation or disciplinary action due to criminal conviction

In accordance with new federal regulations, these must be reported to the EMU Office of International Students (OIS, 229 King Hall within 10 days of occurrence: **failure to do so may result in arrest or deportation.** *You may not drop or withdraw from a course without OIS approval.* If you have questions or concerns, please contact the OIS at 487-3116, **(not your instructor).**

Bibliography

- Cardinal, B.J. & Cardinal, M.K. (2001). Role modeling in HPERD: Do attitudes match behavior? *Journal of Physical Education, Recreation and Dance*, 72(4), 34-39.
- Freeman, W. (2001). Philosophy in physical education and sport, Chapter 8. *Physical Education and Sport in a Changing Society* (pp. 173-195). Needham Heights, MA: Allyn & Bacon.
- Kahan, D. (2003). Islam and physical activity: Implications for American sport and physical educators. *Journal of Physical Education Recreation and Dance*, 74(3), 48-54.
- Lumpkin, A. & Cuneen, J. (2001). Developing a personal philosophy of sport. *Journal of Physical Education, Recreation and Dance*, 72(8), 40-43.
- Malloy, D., Ross, S. & Zakus, D. *Sport Ethics: Concepts and Cases in Sport and Recreation* (2nd edition), pp.53-88. Canada: Thompson Educational Publishing
- McCollum, S. (2002). The reflective framework for teaching in physical education: A pedagogical tool. *Journal of Physical Education, Recreation and Dance*, 73(6), 39-42.
- Morrow, R. & Gill, D. (2003). Perceptions of homophobia and heterosexism in physical education. *Research Quarterly for Exercise and Sport*, 74(2), 205-214.
- Oberteuffer, D. & Ulrich, C. (1962). The relation of principles to practice. Chapter 12. *Physical Education*, (3rd Ed. pp. 439-459). New York, NY: Harper & Row.
- Siedentop, D. (2001). Changing philosophies for sport, fitness and physical education. Chapter 4. *Introduction to Physical Education, Fitness and Sport*, (4th ed. pp. 67-86). Mountain View, CA: Mayfield.
- Stoll, S. K. (n.d.) PEP 591 Philosophic and cultural influences. Retrieved April 17, 2006 from http://www.educ.uidaho.edu/stoll/PEP591/pep_591.htm (password protected)
- Stroot, S., Bell, C. & Jones, C. (2000). Marginalization of P.E. In Sandra A. Stroot *Case Studies in Physical Education: Real World Preparation for Teaching*, pp. 83-90. Scottsdale, AZ: Holcomb Hathaway.
- Malloy, D., Ross, S. & Zakus, D. (2003). Introduction to ethics. In

Commonly Used Websites

- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) (n.d.)
retrieved April 14, 2007 from <http://www.aahperd.org/>
- American Psychological Association (APA) Style Guide (n.d.) retrieved April 14, 2007 from
<http://www.apastyle.org/>
- Eastern Michigan University (n.d.) retrieved April 14, 2007 from <http://www.emich.edu>
- eSchool News (n.d.) retrieved from April 14, 2007 <http://www.eschoolnews.com>
- Google Search Engine (n.d.) retrieved from April 14, 2007 <http://www.google.com>
- Governor's Council on Fitness (n.d.) retrieved April 14, 2007 from
<http://www.michiganfitness.org/>
- Human Kinetics Publishers (n.d.) retrieved April 14, 2007 from
<http://www.humankinetics.com/>
- Michigan Department of Education Physical Education (n.d.) retrieved April 14, 2007 from
http://www.michigan.gov/mde/0,1607,7-140-28753_29234---,00.html
- Michigan Association for Health, Physical Education, Recreation and Dance (MAHPERD) (n.d.)
retrieved April 14, 2007 from <http://www.mimahperd.org/>
- PE Central (n.d.) retrieved April 14, 2007 from <http://www.pecentral.org/>

PE Links 4 U (n.d.) retrieved April 14, 2007 from <http://www.pelinks4u.org>

PE Zone (n.d.) retrieved from April 14, 2007 <http://reach.ucf.edu/~pezone/>

Sports-Media (n.d.) retrieved from April 14, 2007 <http://www.sports-media.org/>

Sport Information Resource Center (n.d.) Sportquest Online Resources retrieved from April 14, 2007

http://www.sirc.ca/online_resources/sportquest.cfm

SBC/Ameritech New Teacher Resource Network (n.d.) retrieved from April 14, 2007

<http://newteacher.emich.edu/>