

## COURSE SYLLABUS

- I. Course Number and Name: HHP 291 Foundations of Human Performance
- II. Credit hours: 2
- III. Course description  
The course is an introduction to the scope of the human performance profession. Emphasis is placed on the historic background of the profession, issues and trends, and professional options for students entering the field.
- IV. Course goals and objectives  
Students will understand the foundation for the discipline of human performance. They also will have explored professional options in the field with a specific emphasis on determining their professional choice for the future. They will develop research skills and discuss issues and trends confronting the profession in contemporary society.

Specific objectives: The student who completes the course will be able to:

- A. Identify significant historic figures, events, and movements in human performance and their impact on the profession today. (LR-K1)
- B. Identify various philosophies of human performance and their implications for society. (LR-K1)
- C. Develop a commitment to the importance of physical education and physical activity in Christian and public schools and society. (LD-D1)
- D. Develop and write a personal philosophy of physical education or human performance. (T-D1; LD-D1)
- E. Begin to display the actions and attitude of a professional in the field. (T-D1, 2; LR-S1; LD-D1)
- F. Apply learned principles to a field experience. (T-D1, 2; LR-S1; LD-D1)
- G. Develop research skills enabling him/her to write a research paper using APA style. (LR-K1)
- H. Describe major responsibilities of professionals in the various fields of human performance. (LR-K1)
- I. Identify major sub-disciplines and professional opportunities in human performance. (LR-K1)
- J. Become familiar with professional organizations in human performance. (LR-K1)
- K. Evaluate personal professional goals. (T-D1, 2; LR-S1)
- L. Develop the skill of reflection through observation, field experience, journaling and discussion. (LR-S1)
- M. Discuss issues, trends, and the future in human performance. (LR-K1)
- N. Participate collaboratively as pre-service professionals in human performance (T-D2; LD-S3)
- O. Define the professional terminology of the field of human performance. (LR-K1)

- V. Required text  
Lumpkin, A. (2008). *Introduction to physical education, exercise science, and sport studies*. New York: McGraw Hill.
- VI. Content and methodology  
Content:
- A. Field of human performance (LR-K1)
    - 1. Importance of physical activity
    - 2. Quality of life in society
    - 3. Objectives of outcomes of professions
  - B. Exercise and sport sciences (LR-K1)
    - 1. Discipline and profession defined
    - 2. Scientific foundations
    - 3. Sub-disciplines in exercise and sport sciences
  - C. Professions (LR-K1)
    - 1. Undergraduate specializations
    - 2. Professional organizations
  - D. Philosophy (LR-K1; T-D1 ; LD-D1)
    - 1. Rationale for study
    - 2. Traditional philosophies
    - 3. Ethics
    - 4. Developing personal philosophy
  - E. Historical perspectives (LR-K1)
    - 1. Ancient world and Olympics
    - 2. Medieval and early modern Europe
    - 3. Early American sport and physical education
    - 4. Rise of modern American sport in Europe and US
    - 5. Contemporary American sport and physical education
  - F. Opportunities and challenges in physical education and sport (LR-K1; T-D2; LD-S3)
    - 1. Accreditation and certification
    - 2. Curriculum issues
    - 3. Accountability & assessment
    - 4. Performance-enhancing drugs
    - 5. Coaching
    - 6. Equity
    - 7. Youth sport
    - 8. Others
  - G. Career options (LR-S1; T-D1, 2; LR-K1)

1. Factors influencing choice
2. Implications of career choices
3. Career involvement (teacher aiding or field experience)
4. Writing a resume'
5. Graduate studies

Methods: (LR-K1; T-D1, 2; LD-S3; LD-D1; LR-S1)

- A. Lecture/discussion
- B. Guest speakers
- C. DVDs
- D. Writing assignments
- E. Research collaborative group presentation
- F. Research paper
- G. Pre-professional experience
- H. Portfolio development

#### VII. Student Activities

- A. Complete tests (LR-K1)
- B. Write research activities and paper (LR-K1; T-D2; LD-S3)
- C. Present collaborative research presentation (LR-K1; T-S2; T-D2; LD-S3)
- D. Write personal philosophy and other mini-papers (LR-K1; T-D1; LD-D1)
- E. Develop professional portfolio and reflection (LR-K1; T-D1, 2; LD-S3; T-S2; LD-S3; LD-D1)
- F. Attend and participate in classes and group work. (T-D2; LR- S1)
- G. Field experience/teacher aiding (T-D2; LR-S1; LD-D1)

#### VIII. Evaluation (LR-K1; T-D1, 2; LD-S3; LD-D1; LR-S1)

- A. Tests
- B. Mini-papers
- C. Group research presentations
- D. Research paper
- E. Professional portfolio with reflection
- G. Pre-professional experience

#### IX. Bibliography

- Chandler, G. L. (1999). *An invitation to physical education*. Bloomington, IN: Phi Delta Kappa Education Foundation.
- Floyd, P. & Allen, B. (2004). *Introductin to careers in health, physical education, and sport*. Belmont, CA: Thompson Wadsworth.
- Gillentine, A. (2009). *Foundations of sport management*. Morgantown, WV: Fitness Information Technology. (Bellevue College)
- Housh, T. J. (2000). *Introduction to exercise science*. Boston: Allyn & Bacon. (Hastings College)
- Siedentop, D. (2009) *Introduction to physical education, fitness, and sport 7<sup>th</sup> ed.*) New York: McGraw Hill.

- Van Raalte, J. L. (2002). *Exploring sport and exercise physiology*. Washington, DC: APA. (Union)
- Wong, G. (2009). *The comprehensive guide to careers in sports*. Sudbury, MA: Jones and Bartlett.

Electronic resources are used for writing projects in this class; therefore, the bibliography includes only courses specifically written as texts for courses of this nature.