Modesto Junior College  
Course Outline of Record  
PE 100

I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PE 100</td>
<td>Introduction Physical Education</td>
<td>3</td>
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*History, philosophy, and principles of Physical Education. Study of the aims and objectives of modern physical education with emphasis on the development of basic philosophy and background for the profession of physical education.*

Field trips are not required.  
(A-F Only) Lecture  
Transfer: (CSU, UC)

II. **LEARNING CONTEXT**  
*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:*

A. **COURSE CONTENT**

1. **Required Content:**

      i. Gymnastics systems
      ii. The Great Depression
      iii. The post war years
      iv. Title IX

   b. Background and education needed to teach physical education and related areas.  
      i. Sport involvement
      ii. Degree in PE/Sports Science/Kinesiology
      iii. Youth sports

   c. Examine the philosophical forces in sport, fitness, and physical education.  
      i. Human movement
      ii. Humanistic sport and physical education
      iii. Play and sport education
      iv. Experiential and adventure education
      v. Fitness renaissance and the wellness movement
d. Future career trends in the field of physical education.
   i. Physical education, teaching/coaching
   ii. Exercise physiologist
   iii. Motor behavior specialist
   iv. Sport sociologist
   v. Sport psychologist
   vi. Fitness industry
   vii. Sports marketing

2. Recommended Content:
   a. Resume and letter of application for job in your chosen related field.
      i. Proper resume format
      ii. Important information
      iii. Personalization based on targeted position

B. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Lect</td>
<td>54</td>
<td>3.00</td>
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<tr>
<td>Lab</td>
<td>0</td>
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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture/discussion
2. Audio-visual presentation
3. Group discussion
4. Cooperative learning
5. Guest speakers

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)
a. Weekly homework assignments  
b. Research paper "per term"  
c. Observe outside physical education class and write summary report  

2. **EVIDENCE OF CRITICAL THINKING**  
*Assignments require the appropriate level of critical thinking*  
a. Written analysis of current issues in physical education, fitness, and sport.  
   i. Develop fitness curriculum for high school fitness class  
   ii. Develop national coaching certification program  
   iii. Develop philosophy of physical education  
   iv. Apply "gymnastics systems" to todays physical education  
b. Development of a letter of application for a current job within the profession  
c. Out of class observations with written summary report  
d. Research paper dealing with current issues in physical education  
e. Analysis of current events through in class discussions  

E. **TEXTS AND OTHER READINGS (TYPICAL)**  

III. **DESIRED LEARNING**  
A. **COURSE GOAL**  
*As a result of satisfactory completion of this course, the student should be prepared to:*  

demonstrate knowledge and an understanding of the history, current issues, controversies, available career opportunities, and values associated with Physical Education.  

B. **STUDENT LEARNING GOALS**  
*Mastery of the following learning goals will enable the student to achieve the overall course goal.*  
1. **Required Learning Goals**  
*Upon satisfactory completion of this course, the student will be able to:*  
a. Identify the important historical events that have influenced physical education.  
b. Identify leaders (past and present) who have been actively involved in the development of the physical education profession.  
c. Identify different philosophies that influence the aims and objectives of physical education.  
d. Develop a personal philosophy for physical education as a profession  
e. Assess the opportunities in the physical education profession as a chosen career.
f. Analyze and compare aims and objectives of physical education.

g. Utilize values of physical education as an integral part of the education of the whole being.

### IV. METHODS OF ASSESSMENT (TYPICAL)

**A. FORMATIVE ASSESSMENT**

1. Quizzes
2. Research Paper
3. Tests
4. In-class writing assignments

**B. SUMMATIVE ASSESSMENT**

1. Comprehensive Final Exam