



HFW313 History and Philosophy of Physical Education and Sports (3 credit hours) Course Syllabus

Course Description

This course explores the historical and philosophical aspects that are involved in the development of sport and physical activity from early civilizations to today. It is designed to improve the understanding and appreciation of the purpose, value, nature, scope and significance of physical activity and sport.

Course Learning Outcomes

By the end of this course, you will be able to:

1. To identify civilizations and their roles and contributions in physical education and sport from Egypt to Ancient Greece and on to the present time.
2. To recognize the impact of physical education in America from 1820's to the present.
3. To identify the growth of sport in the life of North American individuals.
4. To analyze issues and trends in physical education and sports.
5. To recognize how religion, politics, social movements, and individuals contributed to the development of physical education and sports.

Required Textbook(s) and Resources

For this course you will need to purchase the following materials:

Mechikoff, R. (2019). *A history and philosophy of Sport and Physical Education: ancient civilizations to the modern world*. (7th ed.). McGraw-Hill. ISBN: 978-1-259-92243-5 (bound edition). ISBN: 978-1-260-39189-3 (loose-leaf edition).

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

This course has multiple assessments. There are six discussion in Week 1 and Weeks 3-7. There is a project and a presentation activity in Weeks 2 and 4. You have several timelines and tables to build in Weeks 2-7. You will have a quiz in Weeks 1-6. You write a reflection about your personal experience with sports and physical education in Week 1 and in Week 2 will reflect on a film you will watch in the course. You will then explore the role of sports and physical education in the lives of others and write an interview paper for Week 3. Lastly, you will write your own philosophy of sports and physical education based on your experience and what you learned in this course in Week 7.

The interview assessment paper will be a key assignment. For this assignment, students will prepare questions to interview three different generations regarding the role that physical activity, sports, and physical education have played in the lives both in the past and in the present. These interviews will provide students the ability to start identifying the tools they need not only to develop their own philosophy of sports and physical education, but also to develop and manage health, fitness, and wellness initiatives in a variety of settings throughout the lifespan.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	25	-	25	25	25	25	25	150
Written Assignment	65	65	75	-	-	-	65	270
Project/ Presentation	-	75	-	75	-	-	-	150
Timeline/ Table	-	-	50	50	50	50	50	250
Quiz	30	30	30	30	30	30	-	180
Total	120	170	180	180	105	105	140	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p>Week 1:</p> <p>Introduction to the History and Philosophy of Sport and Physical Education</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 1.1 (Forum): Meet Your Classmates! – Initial Post <input type="checkbox"/> WED: Activity 1.2 (Forum): Sports, Physical Education and You – Initial Post <input type="checkbox"/> SAT: Activity 1.2 (Forum): Sports, Physical Education and You - Responses <input type="checkbox"/> SUN: Activity 1.3: Personal History Reflection Paper <input type="checkbox"/> SUN: Activity 1.4: Week 1 Quiz
<p>Week 2:</p> <p>Ancient Civilizations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 2.1: The Game of Ulama: Paper, Presentation or Video <input type="checkbox"/> SUN: Activity 2.2: Film Reflection Paper <input type="checkbox"/> SUN: Activity 2.2: Film Reflection Paper <input type="checkbox"/> SUN: Activity 2.3: Week 2 Quiz <input type="checkbox"/> SUN: Activity 2.4: Table Assignment (Ancient Civilizations vs. Western Civilization) (due Wednesday of Week 3)
<p>Week 3:</p> <p>From the Spiritual World to the Secular World: Changing Concepts of the Body</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 3.1 (Forum): Table Assignment (Ancient Civilizations vs. Western Civilization) – Initial Post <input type="checkbox"/> SAT: Activity 3.1 (Forum): Table Assignment (Ancient Civilizations vs. Western Civilization) - Responses <input type="checkbox"/> SUN: Activity 3.2: Interviews: The Role of Physical Activity, Sport and Physical Education <input type="checkbox"/> SUN: Activity 3.3: Table Assignment (Ancient Civilizations vs. Western Civilization) <input type="checkbox"/> SUN: Activity 3.4: Week 3 Quiz <input type="checkbox"/> SUN: Activity 3.5: Presentation: Physical Education and Sports in Different Eras (due in Week 4)
<p>Week 4:</p> <p>The Historical and Philosophical Development of</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 4.1 (Forum): Presentation: Physical Education and Sports in Different Eras – Initial Post <input type="checkbox"/> SAT: Activity 4.1 (Forum): Presentation: Physical Education and Sports in Different Eras - Responses

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Physical Education in America	<input type="checkbox"/> SUN: Activity 4.2: History of Physical Education: Timeline (Colonial Period through 1939) <input type="checkbox"/> SUN: Activity 4.3: Presentation: Physical Education and Sports in Different Eras <input type="checkbox"/> SUN: Activity 4.4: Week 4 Quiz
Week 5: The North American Approach to Sport and Physical Education in the Twentieth Century	<input type="checkbox"/> WED: Activity 5.1 (Forum): Current Trends in Athletic Performance and the Value of Physical Education – Initial Post <input type="checkbox"/> SAT: Activity 5.1 (Forum): Current Trends in Athletic Performance and the Value of Physical Education - Responses <input type="checkbox"/> SUN: Activity 5.2: History of Physical Education: Timeline (1939 through the 21st century) <input type="checkbox"/> SUN: Activity 5.3: Week 5 Quiz
Week 6: A Social and Political History of the Modern Olympic Games	<input type="checkbox"/> WED: Activity 6.1 (Forum): Not Just a Game. Power, Politics, and American Sports Documentary – Initial Post <input type="checkbox"/> SAT: Activity 6.1 (Forum): Not Just a Game. Power, Politics, and American Sports Documentary – Responses <input type="checkbox"/> SUN: Activity 6.2: History of the Olympic Games Part 1: Table (1896-2016) <input type="checkbox"/> SUN: Activity 6.3: Week 6 Quiz
Week 7: Developing a Personal Philosophy of Physical Education and Sport	<input type="checkbox"/> WED: Activity 7.1 (Forum): Changes in Sports – Initial Post <input type="checkbox"/> SAT: Activity 7.1 (Forum): Changes in Sports – Responses <input type="checkbox"/> SUN: Activity 7.2: History of the Olympic Games Part II: Timeline (1896-2016) <input type="checkbox"/> SUN: Activity 7.3: Personal Philosophy of Physical Education and Sports

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic

work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:

- clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.