

Instructor Information

Instructor: Kayla Tom

Office Hours: Before and after class

Email: kaylatom@stanford.edu

Course Information

Time & Location: T/TH: 12:15-1:05pm
AOERC Avery Rec Pool

Terms: Winter | Units: 1 | Repeatable for credit | Grading: Satisfactory/No Credit

Course Description

In this class you will learn how to relax in the water, breath effectively, float, tread water, swim 4-5 strokes (freestyle, backstroke, sidestroke, elementary backstroke, and breaststroke time-permitting), jump in the water from the deck, use swimming equipment (kickboards, pull buoys, fins) and swim across a 25-yard pool. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Swim each stroke with proper form and technique (2) Develop an understanding of how to stay healthy and conditioned to further enhance swim strokes and decrease the risk of injuries and 3) Develop a positive attitude toward wellness and physical activity, which will facilitate a healthy lifestyle.

Prerequisite: Successfully completed PE 50: Swimming: Beginning I or able to satisfactorily complete all skills during assessment (see below).

If you feel uncomfortable being in the water, consider PE 50 Swimming: Beginning I.

Skills Assessment (all skills assessed in shallow water)

Students will demonstrate a front float, back float, vertical float

Students will perform forward motion on front (12 yards)

Students will perform forward motion on back (12 yards)

Students will perform all transitions – back to front, front to back

Goals: Learn to be safe and relaxed in shallow and deep water. Develop ease and efficiency with breathing & swimming strokes. Be safe and comfortable swimming 50 yards continuously in deep water. To learn to manage your life in and out of the water with healthy goals and practices.

Course Objectives

Upon completion of this course, students will be able to:

- A. Demonstrate more confidence in the water and feel more relaxed in shallow water
- B. Demonstrate a front float, back float, vertical float
- C. Perform forward motion on front and on back
- D. Perform all transitions – back to front, front to back
- E. Discuss components that affect buoyancy and balance
- F. Understand and explain how to prevent panic and stay in control
- G. Understand safety components in various aquatic environments
- H. Understand how deep water works

Course Assignments

There will be a few assignments in this course, which will serve as tools that you should find useful long after you've completed the course.

Journal

Each student will develop realistic goals based on his/her overall needs and interest. In order to track his or her progress throughout the quarter (based on individual goals), students will keep a journal. Journals are due during the 9th week. Journals should have one entry for each class with a short reflection on what was covered in the class and your thoughts on each class. Each student will also document a weekly wellness activity reflection – one hour/week of wellness activity of your choice.

Mandatory Assignment

Please include this assignment in your wellness journal.

[Self-Care Assignment.docx](#)

Policy for Late Assignments

Assignments are to be submitted as hard copies and are due at the beginning of each class period. Grades will be reduced by 10% for each day late (one letter grade for every 24-hour period an assignment is late, including weekends). After 4 days, assignments will not be accepted. It is the responsibility of the student to contact the instructor prior to class if you are unable to meet the abovementioned requirement.

Tentative Class Schedule

Week	Skills	Knowledge (self-study)
2	Syllabus, Syllabus Assignment, Assessment Discuss: Understanding the difference between Beg. I & Beg. II, and previous experience Review Beg 1 skills: front floats, vertical floats, front movement	Review – Basic buoyancy and floatation concepts Homework: Syllabus Assignment
3	No Class Martin Luther King Day Back floats, elementary backstroke, breathing, transitions	Lecture: Behavior Change, Setting goals and Lifestyle Physical Activity Assessment

		Homework: Goal Setting / Journaling
4	All skills in deep water, introduce treading water	Discussion Topic: Posture Stress Management & Relaxation
5	Introduce flutter kick, deep end practice, treading water practice	Discussion Topic: Injury Prevention – Safe Stretches and flexibility
6	Introduce freestyle arm motion, deep end practice, treading water practice	Discussion Topic: Importance of having a Strong Core, Muscular Strength and Endurance & Overall Conditioning
7	Introduce freestyle side breathing Foam Rolling	Discussion Topic: CVD, CVD risk assessment Discussion Topic: Myofacial Release.
8	No Class on President’s Day Introduce backstroke, review freestyle	Discussion Topic: Nutrition and Hydration – Hydration chart
9	Review all strokes and introduce breaststroke (time permitting)	Journals are due Final Assessment
10	Practice all strokes	

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Health and Human Performance**

Attendance and participation

Students must attend the first week of class in order to stay registered for PE courses.

Attendance and participation are crucial, as is doing all reading and assignments in order to be able to participate in discussion. A huge amount of learning in this course happens in real time, during class. If you **MUST** be absent, please let the instructor know *in advance*. You may not be able to make up the work. If a course is pass/fail, students need to achieve a 70% attendance to pass the course.

Respect your instructors and your classmates, and we will return the favor. Respect includes creating (and being part of) an environment conducive to learning, which includes but is not limited to: being on time, turning off cell phones, listening and contributing. Listening and contributing involves hearing other opinions, crafting respectful rebuts, transferring opinions from readings/course experiences, and actively participating in high quality discussion.

Late Policy

Students, who arrive 5 minutes late to class, will be counted late for the day (2 late arrivals = 1 absence).

Assignments, submission policies, evaluation and grading criteria

There are a handful of assignments utilized that will help instructors monitor student learning during the course. Feedback gathered from your assignments is used to identify where you

might be struggling so that instructors can adjust teaching, and students can adjust studying. These might involve written reflections, checks for understanding, reflection questions, activities in class, quizzes, online tests, projects during class, journals, presentations, exams, or papers. Pending the type of assignment, grading will be done utilizing a rubric specific to that project/paper/presentation (and conveyed in advance by the instructor) and valued in the syllabus.

Grades will be based on attendance, participation and assignment completion. Grading basis is Satisfactory/No Credit and will be reflected as S/NC on your transcripts. Therefore, you must have a 70% or higher in all the requirements in order to have a satisfactory in this course.

For a S/NC course, you must complete all assignments at 70% or higher in order to pass the course. Homework assignments are to be submitted as indicated on Canvas. **Each assignment receives 100% when completed on time. Late homework will be penalized at a rate of 10% per day late** (one letter grade for every 24-hour period an assignment is late, including weekends). Any assignment turned in **after 3 days** of the due date will receive 70% (or lower), which results in the student receiving a N/C for the course.

Writing assignments should have a font no smaller or bigger than 12-point and should be spaced in an appropriate format for the assignment. Each should have a cover sheet listing:

- Name and number of course
- Student's name
- Assignment title

Meet APA Publication Manuscript style and format, i.e., references, citing (direct and paraphrasing quotes, headings, etc.)

Office Hours

Please come talk if you have questions or concerns about the course. The scheduled office hours are the best time to meet with instructors; instructors are happy to make appointments with students who are unable to stop by during these times. If applicable, the TA(s) for the course and their office hours will be announced during the first week of class.

Electronic Mail and Canvas Website

Students are expected to have access to email and to check it frequently. Instructors will use email to send announcements as needed. The syllabus, lecture slides, some of the readings and other pertinent information will be stored on the Canvas website. Please notify the TAs or instructor if there are technical problems with the materials on the website, otherwise, it is assumed that all students have access to readings and other course materials.

Field Based Experiences

If the course you are participating in has field-based experiences, there will be special policies beyond the usual ones listed here. The policies for these instances will be distributed and covered prior to going into the field for clarification.

Honor Code

The Honor Code articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work. Examples of conduct that have been

regarded as being in violation of the Honor Code (and are most relevant for this course) include copying from another's examination paper or allowing another to copy from one's own paper; unpermitted collaboration; plagiarism; revising and resubmitting a quiz or exam for regarding, without the instructor's knowledge and consent; representing as one's own work the work of another; and giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted.

See <http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm> for more information on the Honor Code.

Access and Accommodations

Students with disabilities are a valuable and essential part of the Stanford community. We welcome you to our class and invite you to share your accommodation letters with us. It is best if you do so as early as possible, so we may partner with you to identify barriers to access and inclusion that might be encountered in your experience of this course.

If you experience disability but do not yet have an accommodation letter: please register with the Office of Accessible Education (OAE). Professional staff will evaluate your needs, recommend appropriate accommodations, and prepare an Accommodation Letter for faculty. To get started, or to re-initiate services, please visit oae.stanford.edu. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations.

Student Mental Health

College can be stressful. Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work. If so, please speak with me. However, relationships, family worries, loss or a personal struggle or crisis can also contribute to decreased academic performance and well-being.

Stanford University provides counseling resources to support students, faculty and staff. Some of your options include approaching Residence Deans, Sexual Assault and Relationship Abuse Office, Bridge Peer Counseling Center, the Office of Religious Life, and CAPS (Counseling and Psychological Services) to speak with an on-call clinician at 650-723-3785 for both urgent and emergent matters.

In the event I suspect you need additional support, expect that I will express my concerns (and the reasons for them) to you and remind you of the resources that might be helpful. My intention is to let you know that I am concerned and that help, if needed, is available.

Affordability of Course Materials

Stanford University and its instructors are committed to ensuring that all courses are financially accessible to all students. If you are an undergraduate who needs assistance with the cost of course textbooks, supplies, materials and/or fees, you are welcome to approach me directly. If you would prefer not to approach me directly, please note that you can ask the Diversity & First-Gen Office for assistance by completing their questionnaire on course textbooks & supplies: <http://tinyurl.com/jpqbarn> or by contacting Joseph Brown, the Associate Director of the Diversity and First-Gen Office (jlbrown@stanford.edu; Old Union Room 207). Dr. Brown is available to connect you with resources and support