

GEORGE MASON UNIVERSITY
Department of Health, Fitness and Recreation Resources
Beginning Swimming (1)
PHED 110 - 201 and 202
Fall 2014

DAY/TIME:	Mon/Wed 12:00-1:15(PHED 110 – 201)	Mon/Wed 1:30-2:45 (PHED 110 – 202)
LOCATION:	Freedom Fitness and Aquatic Center	
PROFESSOR:	Mr. Tim Czajka	
OFFICE:	Freedom Center Room 124F	OFFICE HRS: Mon/Wed 11:30– 7:00pm
OFFICE PHONE:	703/ 993-8511	E-MAIL: tczajka@gmu.edu

PREREQUISITES: None

COURSE DESCRIPTION:

Develop a knowledge base and basic swimming skills for the weak and non-swimmer and to make them water safe. These skills include, but are not limited to, locomotion and propulsive movements in a prone and supine position, breath control, rhythmic breathing, and beginning diving techniques; personal safety and rescue skills to maintain a water-safe environment.

COURSE OBJECTIVES:

At the conclusion of this course, students should be able to:

1. Demonstrate the two basic propulsive positions.
2. Demonstrate submerging and retrieving an object in chest-deep water.
3. Demonstrate basic beginner swimming skills: front crawl, elementary backstroke, floats, and glides.
4. Complete approximately one length, 25 yards, of the pool using a prone swimming stroke.
5. Complete approximately one length, 25 yards, demonstrating changing positions from the prone to supine.
6. Demonstrate beginning diving techniques from the side of the pool.
7. Demonstrate a pool-side rescue without entering the water.
8. Demonstrate and explain personal safety and survival floating in deep water.

COURSE OVERVIEW:

1. This course follows the American Red Cross Skills Curriculum:
 - a. Water Exploration
 - b. Primary Skills
 - c. Stroke Readiness
2. These include: Water Adjustment and Breath Control
Water Entry and Exit
Prone and Supine Buoyancy
Personal Safety and Rescue
Stroke Mechanics and Coordination of Front Crawl and Back Crawl
Introduction to Elementary Backstroke, Sidestroke and Breaststroke
Beginning Diving Techniques
3. Beginning aquatic skills are reviewed and minimum criteria met before moving to more advanced skills.
4. Viewing the ARC swimming stroke and diving video will be used to assist with learning.

REQUIRED READINGS/TEXT:

None

NATURE OF COURSE DELIVERY:

FACE TO FACE

1. Attend class ready to swim each session, wearing an appropriate swim suit and goggles.
2. Suit up before class begins, and be sure to shower.
3. Attention is expected during class discussion, in-water practice sessions, and video viewing.
4. No gum chewing is permitted while swimming.
5. Students with long hair must wear a swim cap, or tie long hair securely.
6. Worksheets and/ or swimming mechanics report must be completed and submitted on time.

GMU METHOD OF EVALUATION:

1. Grading is based on accumulation of 100 available points:
 - a. There will be a 25 point written examination in this course. 25 points
 - b. Participation, effort, improvement 55 points
 - c. Completion of 2 written assignments : 20 points
2. The final grade is based on the following 100 point grading scale:

A = 100 - 94	B+ = 89 - 88	C+ = 79 - 78	D = 69 - 60
A- = 93 - 90	B = 87 - 84	C = 77 - 74	F = 59 - 0
	B- = 83 - 80	C- = 73 - 70	

*Written Assignments include one aquatic related research article and one aquatic safety research article. Specific topics to address and questions to answer for each assignment will be given in class. The written exam will be open note and include information from daily discussions, in class videos, and the two written assignments.

PARTICIPATION AND COURSE GUIDELINES:

1. This program is very individualized, as each student will come with different skill levels. This is a beginner swim class and will focus on water adjustment skills, water safety, and the fundamental skills of swimming.
2. **Attendance is Mandatory.** If 1 class is missed, you may hand in a 1 page paper on a topic assigned by the instructor and stop in during office hours to get missed notes from class. If 2 classes are missed your grade will be lowered by 1 full grade.
3. This is a participation course.
 - a. Opportunities to participate are given to each student with instructor observation of skill proficiency.
 - b. Participation in all class sessions and activities is encouraged for maximum success.
 - c. Each class builds on the skills learned in the previous session.
 - d. Attend and observe, even if experiencing dental, transportation, housing or minor health problems.
 - e. Exceptions for absences will be given consideration, if the student has a well-documented medical excuse with a physician’s contact information available, or a previously discussed university sponsored function.
 - f. The course consists of demonstrations, discussions, videos, and some worksheets/ swimming mechanics report on a variety of aquatic skills.

COURSE SCHEDULE AND OUTLINE *(Faculty reserves the right to alter the schedule as necessary.)*

Day	Topics, assignments, etc.	Fall 2014
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Day 1 (October 14, 2014)

Introductions, class schedule, self-assessment and individual goals, tour of pool, review of swim levels, class expectations, assignments, and water entry & exit.

Day 2 (October 15, 2014)

12 minute Cooper Test. View "Swimming & Diving Skills". Front Crawl segment. Discuss the

Day 3 (October 20, 2014)

View "Swimming & Diving Skills", Backstroke segment. Discuss the mechanics of the stroke and practice in the water. Review and practice previously learned stroke.

Day 4 (October 22, 2014)

View "Lifeguard" video, Entries & Approaches segment. Discuss water safety topics and lifeguarding. Practice reaching rescues. Practice Front Crawl and Backstroke. Assignment handed out: Water Safety.

Day 5 (October 27, 2014)

View "Swimming & Diving Skills", Breaststroke segment. Discuss the mechanics of the stroke and practice in the water. Review and practice previously learned strokes.

Day 6 (October 29, 2014)

View "Swimming & Diving Skills", Butterfly segment. Discuss the mechanics of the stroke and practice in the water. Review and practice previously learned strokes.

Day 7 (November 3, 2014)

Water Safety Assignment Due. Discuss findings as a group. Practice the 4 main strokes. Learn treading water techniques. Float for 2 minutes.

Day 8 (November 5, 2014)

View "Swimming & Diving Skills", Sidestroke & Elementary Backstroke segments. Discuss the mechanics of the strokes and practice in the water. Work on endurance, tread water & float for 3 minutes.

Day 9 (November 10, 2014)

View "Swimming & Diving Skills", Flip Turns & Touch Turns segment. Discuss the mechanics of the turns and practice in water. Review and practice previously learned strokes. Work on endurance, tread water & float for 4 minutes.

Day 10 (November 12, 2014)

Participate in shallow water and deep water aerobic classes. Assignment handed out: Research Article.

Day 11 (November 17, 2014)

View "Swimming & Diving Skills", Diving segment. Discuss the mechanics of diving and practice in the water. Work on endurance with the main strokes, tread water & float for 4 minutes.

Day 12 (November 19, 2014)

Research Article Assignment Due. Share findings with class. Work on swimming endurance, tread water & float for 5 minutes each. Practice all of the 4 main strokes.

Day 13 (November 24, 2014)

12 minute Cooper Re-Test.

Day 14 (December 1, 2014)

Exam Day. You will have the entire class period to take the written exam and may use your notes from the videos and class periods.

Day 15 (December 3, 2014)

UNIVERSITY POLICIES AND PROCEDURES:

1. This class adheres to all university policies regarding sexual harassment and equal opportunity.
 - a. This class follows all appropriate campus and university regulations.
 - b. The goal is to provide you with a safe, fair, and equitable learning environment.
2. To ensure students benefit from the learning environment, the instructor adjusts to specific needs.
 - a. If you are afflicted with a disability, please visit the Disabilities Services Office.
 - b. The instructor is notified the first two weeks of class, so that accommodations can be made.
3. Review the GMU Honor code in the GMU catalogue to maintain ethical standards.
4. Your responsibility is to check the GMU course listings for the last day to ADD / DROP a course.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>]

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.