

Syllabus for FYSE 130
Physics of Sport – Spring 2013

Class Times: MWF, 7:30-8:20 AM, HWWE 110

(This course is also linked to FYSS 101, section 56 which meets on Tuesdays from 3:05-3:55 in RSS 249)

Instructor Information: Dr. Mike Larsen

Office Phone: 843-953-2128

Office Hours: Mondays 12-1 PM; Tuesdays 1-2 PM; Wednesdays 9:30-10:30 AM and 12-1 PM. (But stop by anytime, just realize that other times I'm not certain to be there or available).

Office Location: J.C. Long 217 (I also am sometimes in my labs during office hours – JCL 220, JCL 221, and Lightsey 336. Check the door of room 217 for my current location. Note that I also leave my door closed pretty often for the air conditioning in my office; if the door says I'm there, please knock! If I'm un-interruptible, there'll be a note on my door that says so.)

Email address: LarsenML@cofc.edu (please use sparingly; I'd rather talk to you in person if you have a question or a concern.)

Course Webpage: http://larsenml.people.cofc.edu/fyse130_fall14.html
(Please see course page for supplementary information).

Textbook: None.

Final Exam Time Period: Monday, December 8th 2014 from 8-11 AM.

Attendance Policy

It is expected that you will attend class. I will. You are responsible for any material missed in class, including announcements about upcoming due dates as well as course content. Attendance is also part of your grade.

Honor Code / Code of Conduct

It is expected that you will adhere to the university's honor code and student code of conduct, as can be found in your student handbook.

Course Rationale

In this course, we're going to attempt to answer many open-ended questions about sports. Our primary focus will be on problem solving and critical thinking – we're more concerned with developing strategies to effectively address questions than actually coming up with a correct answer. More details regarding the course rationale can be found on the course webpage.

In order to be able to attack the types of questions we'll be asking, we're going to have to learn some basic Physics. The Physics content associated with this course is around the PHYS 101 level (in fact, if you do well in the first third of this class, PHYS 101 – or PHYS 111 if you have taken calculus – may be a good follow-up course. You'll have a decent chunk of the content down.) So, this class is mostly divided into two chunks. The first part of the class is similar to a typical introductory physics class; the second half of the class is devoted to specialized problem-solving.

Classroom Policies

Please treat your classmates and professor with the respect due to them as fellow adults and human beings. Your professor always reserves the right to dismiss you from the room.

Please do not text message, browse the internet, check email, or engage in other non-class-related communications during class.

Cell phones – Few things irritate your professor as much as having his lecture interrupted by a cell phone ring. It totally makes him lose his train of thought. Please be considerate and turn it to silent during lectures. Also, there will be multiple student presentations during this course which are stressful enough without unexpected interruptions. Therefore, there may be consequences to your grade if cell phone use is noted during class – this includes (but is not limited to) audible rings and/or vibrations, or disruptive use in any other way.

Students with Disabilities

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying your professor as soon as possible and subsequently contacting your professor again at least one week before any specific accommodation is needed.

Grading

Grades will be based on seven components:

- i) Attendance/Participation in FYSE 130 (10%)
- ii) Grade assigned by Peer Facilitator for Attendance/Performance in FYSS 101 (15%)
- iii) Homework assignments (periodically assigned) (20%)
- iv) In class quizzes (15%)
- v) A group “inquiry paper” (description of this paper supplied under a different cover) (10%)
- vi) An individual “inquiry paper” (description of this paper supplied under a different cover) (15%)
- vii) A group project/presentation (description of this project supplied under a different cover) (15%)

Expectations for each of these 7 components will be supplied separately.

Grading Scale: The formal numerical scale might move around a little bit depending on the class’ performance, but the final grading scale will be *no more stringent* than:

A	≥ 91	C+	79
A-	90	C	71-78
B+	89	C-	70
B	81-88	D	60-69
B-	80	F	≤ 59

Course Goal

This course tries to help students develop and refine critical thinking skills from within the context of open-ended and unanswered questions about sports.

Learning Objectives

This course endeavors to aid the motivated student in the following tasks:

- Developing appropriate critical thinking skills and problem-solving techniques in a variety of contexts.
- Effectively communicate a line of reasoning to others through speech and writing.

Learning Outcomes

This course will address the following outcomes:

- Familiarity with appropriate data, information, and knowledge-gathering techniques and research skills in the discipline.
- Using appropriate critical thinking skills and problem-solving techniques in a variety of contexts.
- Effective reading, writing, and speech.

First Year Experience Learning Outcomes

Learning Objective 1: By the completion of the First-Year Experience, a student will be able to Identify and use the appropriate academic resources and student support services at College of Charleston. These would include the Addlestone library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources.

Learning Objective 2: By the completion of the First-Year Experience, a student will be able to use appropriate tools and search strategies for identifying particular types of information specific to the discipline; evaluate the relevance, quality, and appropriateness of different sources of information; recognize and classify the information contained within a bibliographic citation; access and use information ethically and legally.

Learning Objective 3: Faculty will use writing, speech, or media in innovative ways to achieve integrative learning by students. By the completion of the first-year, a student will be able to use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts and make connections across disciplines and/or relevant experiences.