
Instructor Information

Instructor: Laura Gross

Office Hours: Before and after class

Email: lgross5@stanford.edu

Course Information

Time & Location:

AOERC Avery Rec Pool
9:30 am-10:20 pm

Term: Summer | Units: 1 | Repeatable for credit | Grading: Satisfactory/No Credit

Course Description

This class is for first-time swimmers and for individuals who have fear, anxiety, or discomfort in water. This class is also designed for individuals who have previously taken beginning swim courses and have had little/no success or who struggle to move through the water. A foundation of basic balance and movement skills will be developed through a series of fundamental water exercises. When safety or balance in the water is in question, so is the ability to move, and to some extent, the ability to breathe comfortably. As comfort and balance improves, the easier it is to accept breathing and movement skills. The goal is for a swimmer to become comfortable and in control in both shallow and deep water. The fundamental skills learned in this course will provide a foundation for learning stroke techniques, such as freestyle, in an effortless manner.

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, and vertical float.
- C. Perform forward motion on front and on back.
- D. Perform all transitions – back to front, front to back.
- E. Explain the components that affect buoyancy and balance.
- F. Identify safety components in various aquatic environments.
- G. Move comfortably and freely in deep water without requiring the support of the wall, lane lines, and flotation devices.
- H. List ways and explain ways to prevent panic and stay in control.
- I. Demonstrate proper posture and form when executing various swimming skills performed in class.
- J. Performing appropriate warm-up and cool-down exercises.
- K. List the common injuries associated with swimming and ways to decrease the risk of injuries from occurring.
- L. Implement intelligent choices within their lives that contribute to a healthy, active lifestyle.

Course Attendance, Requirements and Grading

See Physical Wellness Course Policies and Procedures below.

Course Assignments

See Canvas for details.

- **Syllabus Signature**
- **Wellness Journal**
- **Self-Care** – Please include this in your wellness journal.

Course Assessments

- Posture Assessment

Dress and Equipment

Swim suit

Swim Goggles

Swim Cap

Wet-suit top and nose clip (optional)

Class Policy & Guidelines

1. Please be on time. Students who arrive 5 minutes late to class, will be counted late for the day (2 late arrivals = 1 absence).
2. This is an activity course. All students are required to participate.
3. Any injury or illness **MUST** be reported to the instructor and an incident/accident report must be filled out.
4. Only registered participants may attend this course

Weather Policies:

Rain/Wind: Heavy rain can make it difficult to see the bottom of a pool or beneath the surface. If heavy rain causes bottom obstruction, pools will be cleared and halted until the rain lets up. Wind can also cause safety hazards. If wind is observably strong or gusty and causes bottom obstruction due to rippling, swimmers will be cleared from pools until the bottom is visible.

Thunder/Lighting: Water must be cleared of all swimmers at the first clap of thunder or lightning, or any other dangerous weather condition. The pool must remain cleared for **30 minutes** after the last clap of thunder, **45 minutes** for lightning. Students must remain at least 20 ft. away from the deck, if the weather worsens, the pool area must be vacated.

While closing a pool for any reason is an inconvenience, keeping you safe should never come secondary and is always our priority.

Tentative Class Schedule

Week	Skills	Discussion/Assignments
1	Introductions Face submersion, front floats, front movement	Homework: Syllabus Assignment & Review course materials posted on Canvas due 6/27 Discussion Topic: Posture
2	Kicking with and without board Front and back floats	No class Thursday, July 4th Discussion topic: buoyancy

3	Introduce basic breathing techniques	Discussion Topic: Safety components in various aquatic environments
4	Transitions: back float to front float, front float to back float	Discussion Topic: Injury Prevention – Safe Stretches and flexibility
5	Freestyle	
6	Freestyle	Discussion Topic: How to prevent panic
7	Freestyle	
8	Backstroke and butterfly kick	
9	Freestyle & backstroke	Journals due Thursday, 8/8 Final Assessment 8/8
10	Races & games	Last day Thursday, 8/15

**Stanford University
Physical Wellness Policies and Procedures**

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

Stanford is committed to providing equal educational opportunities for disabled students, who are a valued and essential part of the Stanford community.

Students approved for academic accommodations through the Office of Accessible Education (OAE) are responsible for requesting accommodation letters via OAE | CONNECT, and sharing those letters with instructors as early in the quarter as possible. Timely notification is necessary to implement approved accommodations in this course, and they do not apply retroactively.

In addition, accommodations cannot fundamentally alter the essential elements of a course or program. OAE will engage with students, faculty, and staff in the interactive process to identify options and possible solutions to remove or mitigate barriers to access.

To initiate services with OAE, visit oae.stanford.edu.

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 coursework. 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, please contact the Diversity & First-Generation Office for assistance.