



## **PHYSWELL 52: Intermediate Swimming**

### **Instructor Information**

**Instructor:** Laura Gross

**Office Hours:** Before and after class

**Email:** lgross5@stanford.edu

### **Course Information**

**Time & Location:** T/TR: 11:30 am-12:20 pm  
AOERC Avery Rec Pool

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

### Credit **Course Description**

This class is for those who can swim 50m. In this class, you will learn how to: breathe effectively, tread water, dive in from the edge and use swimming equipment (kick boards, pull buoys, hand paddles, fins). You will be introduced to and gain further development of the 4 competitive swimming strokes (Freestyle, Backstroke, Breaststroke & Butterfly). An introduction to flip-turns and intervals (50 yard repeats) will be taught. Underwater videotaping and stroke review and analysis will occur. This course will utilize class discussions, class assignments and student participation to enable students to: (1) Understand basic components of health-related physical fitness, cardiovascular fitness, muscle endurance and flexibility (2) Develop physical fitness and motor skills, and (3) Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

**Prereq:** Ability to swim 50-yards continuously. You **MUST** be comfortable in deep water, if you are uncomfortable in deep water please take PE 51 Swimming: Beginning II.

### **Skills Assessments:**

Front and Back Float

Front and Back Glide

Students will swim 2 lengths on front (basic motion)

Students will swim 2 lengths on back (basic, elementary motion)

Students will swim 2 lengths free-style (or breaststroke)

Students will swim 2 lengths back-stroke

### **Goals**

Develop relaxed, efficient and refined swim strokes, and begin to learn how to use swimming as a form of fitness (i.e. lap swimming, triathlons, masters swimming, open water swims). Evolve to swim 500 - 1,000 yards per class. Develop a positive attitude toward wellness and physical activity which will facilitate a healthy lifestyle.

### **Course Objectives**

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

- A. Swim a continuous 100-yard freestyle with proper technique and side breathing.
- B. Swim 100 yards backstroke and breaststroke
- C. Complete a 700–1000-yard work-out (primarily consisting of 50-yard repeats) D. Demonstrate proper posture and form when executing various swimming strokes performed in class.
- E. Explain the importance of spine stability and utilize the techniques necessary to align the body to maintain a healthy spine.
- F. List the common injuries associated with swimming and ways to decrease the risk of injuries from occurring.
- G. Performing appropriate warm-up and cool-down exercises.
- H. Develop a workout program based on his/her skill and fitness level.
- I. Establish realistic goals based on skill and fitness levels.
- J. Identify health-related components of fitness (cardiovascular fitness, muscular strength and endurance, and flexibility) and be able to identify basic anatomical terms and proper stretching techniques.
- K. Calculate individual target heart rates using heart rate zones developed for aquatics.
- L. Implement intelligent choices within their lives that contribute to a healthy, active lifestyle.

### **Course assignments:**

See Canvas for details

- Syllabus Signature
- Wellness Journal
- Self-care – include this in your wellness journal

### **Dress and Equipment**

Swim suit  
Swim Goggles  
Swim Cap  
Wet-suit top and nose clip (optional)

### **Course 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 lightening. 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**

| <b>Week</b> | <b>Skills</b>                                | <b>Discussion/Assignments</b>   |
|-------------|--|---|
| <b>1</b>    | Review kicking and side breathing<br>Posture | <b>Homework:</b> Syllabus Assignment & posture assignment <b>due 6/27</b><br>Review course materials posted on Canvas under week 1 module |
| <b>2</b>    | Freestyle kicking and drills                 | <b>No class Thursday 7/4</b><br><b>Discussion:</b> Injury prevention & safe stretches   |
| <b>3</b>    | Backstroke                                   |   |
| <b>4</b>    | Breaststroke                                 | <b>Discussion:</b> Am I hydrated  |
| <b>5</b>    | Butterfly                                    |   |
| <b>6</b>    | Individual Medley                            |   |
| <b>7</b>    | Heart rate & endurance                       | <b>Journals due: Thursday 8/8</b><br><b>Swim assessment 8/8</b>   |
| <b>8</b>    | Races & games                                | <b>Last day Thursday 8/15</b>   |

**Last day: Tuesday, June 4th**

### **Stanford University Physical Wellness Course 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**

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](http://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, please contact the Diversity & First-Generation Office for assistance.