

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: FITN 102
Course Title: Swimming II

Year: 2023-2024
Credit Hours: 1

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

The objective of this course is refinement of basic strokes (front crawl, back crawl, elementary backstroke, breaststroke, and sidestroke) in order to swim with more ease, efficiency, and power. New skills that are introduced include the butterfly stroke, open and flip turns, feet-first, and tuck and pike surface dives. Endurance will be improved by the completion of the course. Red Cross certification available. Prerequisite: FITN 101 or equivalent skill level. 1 Cr. (2 Lab.) Spring semester.

Course Context/Audience

This course satisfies the physical fitness component of TC3 Gen Ed Goal #5. It can also be used to fulfill an unrestricted elective requirement. However, a student may only apply one extra FITN course as an unrestricted elective. The course is appropriate for someone who has basic skills and wants to improve his or her swimming skills. This course prepares the student for lifeguard training. This course can be used to satisfy the aquatics elective requirement of the recreation leadership degree program.

Basic Skills/Entry Level Expectations

| | | |
|-----------------|----|---|
| Writing: | W0 | Course requires very limited or no writing. |
| Math: | M0 | Course requires very little or no math. |
| Reading: | R0 | Course does not require reading skills. |

Course Goals

As a result of successfully completing this course, the student will:

1. Develop lifetime skills that increase his/her survivability in a deep-water environment.
2. Gain an appreciation of swimming as a fitness activity.
3. Develop skills that enable him/her to participate in water sports.
4. Develop an appreciation of the hazards presented by deep-water.
5. Acquire first-responder skills with respect to swimming/diving accidents.
6. Acquire non-swimming life-saving skills.

Course Objectives/Topics

| Objective/Topic | # Hours |
|---|----------|
| Students will learn the correct methods for performing the front crawl, back crawl, elementary back, breast and sidestroke. | 15 Hours |
| Students will be taught the safety skills of treading water survival floating, and the use of non-swimming rescue techniques. | 10 Hours |
| Students will learn deep-water entries from the deck and from a height. | 3 Hours |
| Students will learn basic aquatic safety procedures in and around the water. | 2 Hours |

General Education Goals - Critical Thinking & Social/Global Awareness

| CRITICAL THINKING OUTCOMES | HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes) |
|---|---|
| <p>Students will be able to</p> <ul style="list-style-type: none">➤ develop meaningful questions to address problems or issues.➤ gather, interpret, and evaluate relevant sources of information.➤ reach informed conclusions and solutions.➤ consider analytically the viewpoints of self and others. | <ol style="list-style-type: none">1) Case study-have the students critique each other, check techniques (form and function)2) Demonstrations-video tape before and after, shoe progression/ Group discussions/ and individual discussions3) Students will be able to feel and see the progressions from the video and critiques from others. They will increase efficiency, decrease drag and improve speed |
| SOCIAL/GLOBAL AWARENESS OUTCOMES | HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes) |
| <ul style="list-style-type: none">➤ Students will begin to understand how their lives are shaped by the complex world in which they live.➤ Students will understand that their actions have social, economic and environmental consequences. | <ol style="list-style-type: none">1) Diverse global population on campus not everyone is comfortable in and around water, this class will help overcome those fears2) Help give people a higher quality of life and exercise experience in a safe and sustainable environment |

Instructional Methods

Student's front crawl, back crawl, backstroke, elementary back and sidestroke skills should be evaluated to develop student lesson plans responsive to individual needs. Initial and subsequent in-water experiences can be facilitated via the use of kick-boards, life jackets and pool edge.

Some skills (side stroke, breast stroke and rescue) should be accomplished by having students work in pairs. Media materials (films & videos) should be used to illustrate non-swimming rescue skills, spinal injury management and swimming and diving techniques. Video-taping of individual students is used for skill critique and discussion.

Methods of Assessment/Evaluation

| Method | % Course Grade |
|--|----------------|
| Participation - 60 points (2 pts. /class activity) | 60% |
| Skills Test - 40 points (skills test) | 40% |

Text(s)**Bibliography**

1. American Red Cross, Water Safety Instructor's Manual, American Red Cross (© 2004).
2. American Red Cross, Swimming and Water Safety, Participants Manual (© 2004).
3. Hines, Emmett W., Fitness Swimming, GV837.7 .H56 (© 1999).
4. Katz, Jane, Swimming for Total Fitness, GV837 .K355 (© 1993).
5. American Red Cross, Lifeguard Training (© 2001).
6. Ernest W. Maglischo, Swimming Fastest: A Comprehensive Guide to the Science of Swimming, Human Kinetics Europe Ltd (© 2002).
7. American Red Cross, 1995 Swimming and Diving (© 1995).

Other Learning Resources**Audiovisual**

Video: Teaching Swimming and Water Safety (ARC)
Video: Swimming and Diving Skills (ARC)
Video: The Reason People Drown
Video: CPR and Rescue Breathing
Video: Spinal Injury Management
16mm film: Non-Swimming Rescue Skills
16mm film: Survival Swimming

Electronic

www.usaswimming.org (USA Swimming)

Other

No resources specified