Section Information: KINE-4300-001 (Fall 2010)

Course Name : KINE-4300

Course Description : Phy Ed in Secondary Schools

Section Instructor: Peter Hastie

E-mail : hastipe@auburn.edu

**Resources**

Title : Teaching for Lifetime Physical Activity

Author : Hastie, P.A

Publisher : Benjamin Cummings

Edition/Year : 2003

Type : Required resource

**Course Plan**

Introduction : In this course we will examine key issues relevant to current practice in middle and secondary school physical education, with particular regard for postmodern youth culture. Focus on constructing and implementing appropriate lifetime sports and activities, and fitness activities for students from diverse backgrounds, with an emphasis on reflective teaching.

This course is designed around the three key facets that intersect to determine the process of secondary school physical education. These are (i) the students, (ii) the context of the school, and (iii) the curriculum.

Requirements : Mondays will be lecture/discussion based, and take place on campus. During this time, the presentation will be from one of the chapters of the set text. For the weekly chapter, students will complete either one portfolio task or one in-school task from the chapter at the end of the book. These pieces of written work will become part of the student's course portfolio. There will also be time for you to work in your groups to make progress on your portfolios, to plan lessons, and the reflect upon your experiences and interact with others.

Wednesdays will be located at Opelika High School and Opelika Middle School, where you will be teaching students in grades ranging from 7-12. There will be a number of different classes, and you will experience different types of students throughout the course. You will either present a fitness laboratory, or will lead an exercise session. Students must prepare lesson plans for the laboratories (including any student handouts or worksheets), as they are designated. Students leading exercise sessions should be prepared to engage the students in the physical activity of their choice.

**Attendance**

Attendance: The material and experiences in this class are important and if you are not in class, you cannot take an active role as a student. Class attendance and appropriate participation is paramount to your success as a student.

At the discretion of the instructor, students arriving tardy to a lecture class will lose 1% of their final grade per offense. See assessment for details relating to teaching.

Unexcused absences cannot be made up and will result in up to 3% deduction from the student’s final grade per absence. Once a student has accrued five (5) unexcused absences he/she will not be permitted to take the final examination and will receive a grade of FA (as stipulated by the Physical Activity and Wellness Program guidelines).

Moreover, students who accrue eight (8) absences, (excused, unexcused or a combination of the two types) will not be permitted to take the final examination and will receive a grade of FA.

If an unusual condition such as a serious illness results in this situation (8 total absences) students are encouraged to consult the AU Bulletin and/or an academic adviser in their college to determine if they meet university guidelines for requesting withdrawal from the course.

Absences

Excused absences will be treated as follows:

\* Students must provide the instructor with a valid excuse upon returning to class (refer to Auburn University’s policy concerning class attendance and excused/unexcused absences): and

\* Make-up work developed and assigned at the discretion of the instructor must be completed within a week of the student returning to class.

\* If the student fails to follow these instructions the excused absence in question will be calculated as an unexcused absence. There are times when unforeseen circumstances will not allow you to attend class.

\* Exceptions to this policy due to extreme circumstances are only permitted with the professor’s timely knowledge and approval.

\* Arrangements to make up missed assignments and examinations due to properly authorized excused absences shall be initiated by the student within a week of the excused absence as mandated by Auburn University. Again, the format of any make-up work/assignments will be at the instructor’s discretion.

\* Finally, the instructor will address all issues concerning absences at his/her discretion. Students are encouraged to refer to Auburn University’s policies concerning attendance, absences, academic honesty, and make-up work as found in the Auburn Bulletin.

**Accommodations and Medical Considerations**

Accommodations Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail.

Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting.

If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

Medical Considerations It is the student’s responsibility to inform the instructor of any medical conditions or allergies that may affect in class participation or performance. Students with any health problems should have completed a Health Referral Form.

**Policies**

Introduction : Participation - It is expected that students will attend every scheduled class meeting, will actively participate in class discussions if relevant, and will meet all project, term paper, or presentation deadlines.

Please refer to the current edition of the Tiger Cub (http://www.auburn.edu/tigercub) for the definition of excused absences. Students are responsible for initiating arrangements for missed work.

Unannounced Quizzes – There will be no unannounced quizzes in this class.

Honesty Code – The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Additional information : Professionalism – As faculty, staff, and students interact in educational settings, they are expected to demonstrate professional behaviors as defined in the College of Education’s conceptual framework. These professional commitments or dispositions are as follows: 1) engage in responsible and ethical practices, 2) contribute to collaborative learning communities, 3) demonstrate a commitment to diversity, and 4) model and nurture intellectual vitality.

**Assessment**

The assessment system for this course is based around the construction of an electronic group portfolio. In keeping with the notion of developing collaboration and collegiality that is so necessary for productive work in secondary physical education, the portfolio is the responsibility of all group members. This will mean both individual and group contributions to the piece of work.  The portfolio will be in the form of a wiki, allowing all group members access to the piece 24/7. The only limitation will be if one group member is logged on, others will not be able to access the page for editing. All group members will have editorial rights to the page.

The following components are required for the portfolio, and each has its course value attached. These sections should be separate pages on the portfolio with a central link from the homepage.

***Chapter tasks - 25%***

At the end of each chapter in the set text, there is a section titled "Portfolio Suggestions and Artifacts". Each week, you are to chose one of these topics and complete the task relevant to that week's focus. The work will be submitted onto the wiki before the next Monday. Illustrations are encouraged. You may choose the "In-school task" as an addition to the portfolio task for extra credit towards the course.

***Lesson Plans - 30%***

You are to write and post a lesson plan for each activity session your group is going to present. Each lesson plan will use the headings listed below. You are present information in such a way that another person could complete you lesson exactly as you intended if you were to give them the outline.

* activity focus -- what component of health-related fitness are you trying to develop during this lesson?
* rational -- why are you including the content in this lesson (did you poll the students, is it something new you want to try out, is it one of their favorite activities)?
* details -- give specific details of the actual content (i.e., game rules, equipment needed, set up or organization)
* presentation -- give the verbal script for how you are going to present the activity to the students
* strategies for voice, choice and empowerment -- in what ways are you going to accommodate student input during the lesson?
* monitoring strategy task -- how are you going to monitor students' activity levels during the lesson (what measurement instruments are you going to use)?
* schedule of review -- how often, and how, are you going to have students monitor their activity engagement during the lesson?

***Lab Outlines - 30%***

Like lesson plans, your lab outline will be such that someone else could read your plan and complete the lesson exactly as you intended. A lab outline will include the following headings.

* topic and rationale -- what is the topic, and why did you select it as relevant?
* key knowledge goal -- what exactly do you want the students to learn during this lab?
* set induction -- how are you going to introduce the topic in such a way that it stimulates enthusiasm and inquiry?
* activity and data sheets -- include the actual task sheets you will be giving to students
* review, checking for understanding -- how are you going to ascertain the level of student understanding at the end point of the lab?
* resources -- what specific resources do you need to conduct the lesson?

***Lesson Review - 10%***

Following each lesson or lab, you will write a review that includes the following components.

* what was the major point of significance during this lesson? that is, what was the critical incident?
* in what way did this situation or lesson help you understand something about individuals, the context or the curriculum as it relates to HSPE?
* you should include some visual images where possible to support your reflections.

***Teaching performance - 25%***

Each week, you will be evaluated on your performance in your instructional role (Wednesday class)

***Professionalism - 10%***

Throughout the course, you will be evaluated on professionalism as it relates to the notion of being a full time teacher. Items affecting this score will include dress, promptness and readiness for teaching, commitment to your working team and the wiki.

Each time you are late for a teaching lab, you will not be able to teach and will be deducted 5 points from your grade.

**Grading**

A= 93% - 100%

B= 85% - 93%

C= 80% - 84%

D= 75% - 79%

F< 75%