

SPECIAL TOPICS: PHYSICAL EDUCATION

(KINE 4970/7970)

Instructor:	Jared A. Russell, Ph.D.
Meeting Times:	Wednesday 3 – 5:30pm
Meeting Place:	Memorial Coliseum Rm. 2092
Office:	2078 Beard Eaves Memorial Coliseum
Office Phone Number:	(334) 844-1429
E-mail Address:	russej3@auburn.edu
Office Hours:	Tues./Thurs. 8:00 am – 10:00 am
Credit Hours:	3 semester hours (Lecture 3)
Pre-requisites:	Admission to Internship
Co-requisites:	KINE 4920 – Physical Education Internship
Date Syllabus Prepared:	January 2007; Revised June 2010

REQUIRED TEXTBOOK:

No text required. Readings will be provided by instructor. Additional readings may be required from library or Internet sources.

COURSE DESCRIPTION/OBJECTIVES:

This course is designed to expose the student to issues and content that is relevant to being a physical educator in a public or private school setting. Students are expected to actively participate in class discussion and activities. Course discussion topics will include (but are not limited to):

1. Nature of being a physical education teacher
2. Student educational issues
3. Multicultural issues:
 - a. Ethnicity
 - b. Gender
 - c. Affinity/sexual orientation
 - d. Socio-economic class
 - e. Disability
4. Curriculum Issues
5. Pedagogical and socialization issues

COURSE OBJECTIVES:

1. Advanced knowledge of physical education pedagogy.
2. Knowledge of the impact of native language and linguistic background on language acquisition. (3) (c) 1. (ii)
3. Knowledge of the process of second language acquisition and strategies to support the learning of students whose first language is not English. (4) © 2. (i)
4. Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online, and distance learning. (5) © 2. (ii)

5. Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law. (2) © 2. (iv).

ATTENDANCE POLICY:

The material in this class is important. It is the essence of the profession and if you are not in class, you cannot learn the material. Secondly, you are expected to be in class on time. Tardiness is not acceptable and will result in the lowering of your grade by **One (1)** point for each offense. For the purpose of this class tardiness will be defined as being more than 5 minutes late for the start of the class which begins at 3 pm. You will be allowed **One (1)** unexcused absence. If you miss more than one class it will result in a two point deduction from your final grade (per additional 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 **prior** and/or timely (meaning the day of the issue) 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. The provision of and/or format of any make-up work/assignments will be at the professor's discretion. The professor is also to be notified of excused absences as defined by **Auburn University's policy**. The professor will address all issues concerning absences at his discretion.

ATTIRE AND CONDUCT:

Normal and appropriate dress and conduct is expected of each student during each class. **More specifically, the student will be expected to meet the following expectations:**

1. On a daily basis, come to class prepared and ready to generate a sincere and consistent effort to learn and apply content and skills; and to become willing and open to alternative perspectives, viewpoints, ideas, approaches, techniques, and practices intended to elicit that effort and teach that content.
2. To adhere to the principles and policies of academic/performance and honesty as defined by Auburn University.
3. To be respectful and supportive of the professor, fellow students, and any faculty, teachers, staff and students they encounter.
4. To be punctual.

Failure to meet these expectations will result in the lowering of the final grade and/or possible failure of this class.

GRADING SCALE:

The grading scale for this course is as follows:

A = 92 -100

B = 91 – 80

C = 79 – 70

D = 69 – 60

F = 59 pts and lower

Career Development Projects - 40%

Select four (10% each) of the linked assignments below to complete for your Career Development Projects grade. Additional assignments may be added if any become available. It is very important that you carefully plan which assignments you will complete, as many have very specific dates and times that cannot be negotiated. If you wait until the end of the semester most career development opportunities will be over and your grade will suffer accordingly.

Unless otherwise specified, you should complete a minimum 2 page summary of your experience as well as provide an agenda/date and time of appointments. For E-Resume Review and Mock Interviews you should also submit all original documents, editorial comments, revisions, and final analysis or final product. All assignments are due by the December 1st. Assignments to consider are:

*** Any prior instructor-approved career development experience.***** Board of Education Meeting:**

- a) Select a Board of Education meeting.
- b) You may want to call to confirm the meeting time and that it is open to the public.
- c) Obtain an agenda at the meeting or online if available.
- d) Reaction paper - Critically react to the meeting in a minimum 2-page summary (this is not an "agenda" but rather your responses and reactions to what took place at the meeting and possibly the interaction of individuals at the meeting.
- e) Submit the agenda and reaction paper to the instructor via email.

*** Physical Educator Interview:**

- a) Select a Certified Physical Education teacher that has been teaching full-time for *less than 3 years*.
- b) Prepare a list of interview questions (e.g., basic geographical questions, job expectations, college preparedness for teaching job, surprises, rewards, etc).
- c) Politely and professionally ask the teacher if you can interview them for a class project.
- d) Interview the teacher using an audio recorder or by taking notes (whichever you feel will be most beneficial).
- e) Thank the teacher for their time.
- f) In an organized format, submit the interview questions, the teacher's responses, your reaction to each response, and your reaction to how you might approach possible job opportunities and your first teaching job based on the information you obtained.
- g) Email the completed assignment to the instructor.

*** Attend the Alabama State Association of Health Physical Education, Recreation and Dance:**

- a) Attend 3 sessions of the Fall 2010 ASAPERD. There are several different presentations per session, so you can choose presentations of interest to you, but attend one per time block. You can find the schedule on the [ASAPERD website](#). You will need to register for the conference, but there may be a one day option.
- b) Obtain a copy of the presentation handout from the presenter. If you cannot obtain a copy on the day of the conference, get the presenter's email information and request a copy via email (with haste, as the end of the semester is close).
- c) For each of the 3 sessions, submit the scanned/electronic presentation handout from the presenter as well as a one page summary of your observation/participation.
- d) You are NOT permitted to miss any internship days to complete this assignment.
- e) Email the completed assignment to the instructor.

*** E-resume Review: Auburn University Career Development Services:**

(http://www.auburn.edu/academic/provost/undergrad_studies/career/students/resumes.html)

*** Mock Interviews: Auburn University Career Development Services:**

(http://www.auburn.edu/academic/provost/undergrad_studies/career/students/resumes.html)

ASSIGNMENTS: (descriptions of each assignment will be disseminated at a later date):

Career Development Experience	40%
Reflective Journals entries	45% (15 entries or more)
Miscellaneous	15%
<u>100% of total grade</u>	

Assignment rubrics and descriptions will be provided for each assignment in a timely manner. All submitted work should be typed and neatly arranged. Cite all sources that are not your original thinking for your work (see APA 5th edition). This format typically includes beginning each citation at the end of your work with the last name of the author(s), followed by copyright date, title of article, name of journal (or book), and volume, issue, and page range for journal articles. Detailed descriptions of each assignment will be disseminated prior to due dates.

LATE/REMEDIAL WORK:

No late assignments will be accepted outside of extreme circumstances noted by the professor. In such a case the professor will have the discretion of lowering the assignment **Five (5)** points for each day that it is late.

PROFESSIONALISM: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

STUDENT 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 alternative 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 at 1244 Haley Center, 844-2096 (V/TT).

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

UNANNOUNCED QUIZZES: There will be no unannounced quizzes.

COURSE CONTENT AND SCHEDULE:

This course involves projects, reflections, resume development, interview preparation, job preparation, and unit plan development to accompany the physical education internship experience. Content will be determined by each student in collaboration with the instructor but all work must be completed by the final official day of class.

The above content, schedule and procedures in this course are subject to minor amendments at the discretion of the instructor.