

KINE 3210 Course Syllabus Skills & Concepts of Sport

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Office Hours: M-F 1:00pm

Credit: 3 Semester hours

Prerequisites: Corequisites:

Required Text: Siedentop, Hastie, & van der Mars, H. (2011). Complete guide to Sport Education. Champaign, IL: Human Kinetics

Course Description: This course has been designed to help students have a greater understanding of the place of games and sports in physical education, as well as the underlying tactics of those games and sports. Students will actively participate in a number of game forms, and will be able to design hybrid games for use by students in schools. As a culmination of the course, students will participate as leaders in a Sport Education season in a local school.

Class times and schedule: M – F: 12.00 – 12.50

Course Assessment:

Mid-term examination following section on game forms -- 25%

- Students will complete an online exam on completion of the games forms section of the course.
- This exam will be based upon Games and Games-making related lecture material from class and related practical sessions.
- The exam will be available on Blackboard for three dates as designated by the instructor.
- Students MUST achieve at least a 70% standard on this content knowledge to pass the course. This is irrespective of all other scores gained in the class.

Final examination following Sport Education section -- 25%

- Students will complete an online exam during the examination period. This exam will be based upon Sport Education related lecture material from class, the Sport Education text, and its accompany CD-Rom.
- The exam will be available on Blackboard for three dates as designated by the instructor.
- Students MUST achieve at least a 70% standard on this content knowledge to pass the course. This is irrespective of all other scores gained in the class.

Sport Education season plan -- 10%

- Students will write the full details of a sport education season of their choice. This will be presented as a Power Point poster not to exceed 54 x 36 inches in size.
- Full details of the components required on the poster can be found at the "forms and rubrics" link.

School-based performance -- 10%

- Students will be allocated a team to help teach during a Sport Education season in a local school.
- Grading for this component will be based upon your leadership with the team in terms of getting them "ready to play". By ready to play, I mean helping them learn to officiate, complete their non-playing roles, and develop skill and strategy.
- Details of how this will be evaluated can be found at the "forms and rubrics" link.
- In small groups, students will develop a resource file that documents ALL the materials from the course.
- That is, every single activity, game, designed game, or lesson plan will be recorded and organized for easy recall.
- The resource file can be in any format (card file, paper, electronic, digital), but sufficient copies must be created so that each team member will take one from the class.
- The scoring rubric for the resource file can be found at the "forms and rubrics" link

Resource file -- 20%

General participation -- 10%

- Students will be expected to participate in all practical activities associated with the class. These will include a sport education unit, skills based lessons, and group in-class projects.
- The scoring rubric for this participation can be found at the "forms and rubrics" link

Grading Scale:

A= 93% - 100%

B= 85% - 93%

C= 80% - 84%

D= 75% - 79%

F< 75%

You can check your progress on Blackboard.

ATTENDANCE/TARDINESS POLICY:

You should treat this class like a job (i.e., a job that you want to keep). Attendance in class and field experiences is mandatory. You are solely responsible for obtaining any work (including handouts, notes, discussion topics, etc) missed in the event of an absence or tardiness.

For each absence (class, field experience, scheduled meeting) beyond one, 5 points will be deducted from your final grade. Absences are ONLY EXCUSED in situations as determined by the TigerCub handbook. Also, you must call me if you will be late or absent. If I do not hear from you before class, I should certainly have an email or voicemail by the end of class time.

2 instances of tardiness = 1 unexcused absence ~ Please Be On Time!

Students missing three or more classes during the semester will receive a grade of FA, unless their final score is less than a C, in which case they will receive an F.

Note: It is your responsibility to notify the professor immediately following class if you

arrived late (recorded absences will not be altered at a later date).

CLASS POLICIES:

1. All assignments must be typed.
2. All assignments are due at the time of the lesson on each designated submission date. Assignments turned in after the start of class are late and will be penalized 10 points, as well as additional deduction of 10 points per day (if you are unable to attend class on the day an assignment is due, make arrangements to turn the assignment in before class time on the due date or send with a trustworthy classmate). If you wait until the last minute to complete assignments, computer/technical problems WILL occur. Now that you know this, it is no longer considered a legitimate excuse. Be sure to save all work in multiple places.
3. As an academic courtesy, editorial quality on all writing assignments is assumed. That is, all written work must be spell-checked and proofread before submission. One point will be deducted for EACH spelling and grammatical error.
4. Students will not teach without a lesson plan (no LP=no teaching=absence).
5. Be prompt and be prepared to start your lesson as soon as students arrive.
6. Students missing a teaching lab with an excused absence will be expected to schedule and make up that teaching within one week.

PROFESSIONALISM:

It is your responsibility to be professional at all times when in class and out in the schools. You represent Auburn University and our program and we expect you to be a model of appropriate behavior. We expect that you will always comport yourself in class and in the schools in a manner befitting a professional teacher and an adult role model. Appropriate attitude and ethical behavior are expected (No whining, gossiping, or criticism of teachers, students, peers). Also, professionals maintain a characteristic level of professional discourse. This includes taking care that your words reflect objectivity, honesty, and the kind of nurturing expected of a teacher, regardless of your own prior experiences. Remember, you never know when you may be in contact with a prospective employer.

You are required to dress appropriately and in compliance with the standards in the schools. During lab experiences you may not wear jeans, cut-off shorts, t-shirts, sandals, boots, tank tops, or any article of clothing advertising bars or with writing that is inappropriate for children. NO HATS should be worn unless class convenes outside (this is also expected during our class meetings).

Professional Behaviors Expected:

1. Participate enthusiastically.
2. Be prepared for classes and activities.
3. Be on time.
4. Dress professionally and appropriately for active participation. ***For this class, that includes a collared shirt and dress pants/shorts.*** Tee shirts are not acceptable.
 - Inappropriate dress includes: Hats, trash t-shirts, tank tops, half shirts, cut-off shorts or shirts, sandals, boots, jeans, visible tattoos and piercings, jewelry.
5. Turn off cell phones and pagers before entering class.
6. Refrain from eating, drinking, and chewing gum or tobacco in class.

7. All students are expected to arrive to schools at least 15 minutes before class time.
8. Students are expected to have their lesson work area set up before the children arrive, and to ensure that all videotaping materials are set up and ready (i.e. batteries charged etc)
9. All students will have their lesson plans available with them at the teaching site.

ACADEMIC DISHONESTY:

Students will be held accountable for the academic integrity of their work. Violations of academic integrity include:

1. **PLAGIARISM** – this includes copying work (either directly or indirectly) from a source and not referencing it (i.e., books, website, peers, notebooks, exams, projects, etc).
2. **CHEATING** – on examinations or assignments by unauthorized collaboration with other students.
3. **PURCHASING PAPERS/PROJECTS** – using crib sheets or other aides during an examination, or presenting the same written work as the requirement for more than one course without the permission of the professors involved.

Any student suspected of academic dishonesty will be reported to the university. Sanctions may include receiving a failing grade for the assignment, examination, or course; being placed on probation; or being dismissed from the university.

**If you have ANY concerns relating to the academic integrity of your work, please ask. It is much better to be safe than sorry.*

STATEMENT REGARDING DISABILITY ACCOMMODATIONS:

Students with documented disabilities are entitled to reasonable accommodations under federal laws and it is important that we provide an appropriate manner for students to request them. You also want to be assured that the student has been determined eligible for such an accommodation. Thus, it is recommended that the following points be covered on the syllabus:

Accommodations

- Request that the student arrange a confidential meeting with the instructor and provide the necessary information to do so (office hours, phone number, e-mail, etc.)
- Request that the student provide a copy of the Accommodation Memo and an Instructor Verification Form from The Program for Students with Disabilities, 1244 Haley Center, Auburn University, AL 36849; PH:(334) 844-2096; Fax: (334) 844-2099; E-mail: <http://www.auburn.edu/disability>
- Indicate your preferred time frame (instructors have the right to "reasonable notice", which may vary depending upon the type of accommodation being requested, however, we cannot impose a deadline for requesting accommodations). Most instructors encourage a meeting the first week of the quarter.
- If a student requests accommodations, but does not have an Accommodation Memo, they should be referred to The Program for Students with Disabilities where eligibility for services can be determined. If a student has no current documentation, appropriate resources will be suggested. If a student's documentation is old and/or not sufficient to meet our criteria, a temporary accommodation memo may be developed if the students' needs are clear.

Potential Course Modifications for extensive instructor absence.

- a. The school-based labs scheduled for the Sport Education will take place as planned. Students will work with their partner to develop and appropriate lesson plan and will teach this. The school teachers will allocate the 2 point grade for each day.
- b. The mid-term and final exams are online on Blackboard.
- c. The lecture component will be available through the course website. The readings are already available on-line. Additional PowerPoint presentations will be added for topics missed by the instructor.