

**Auburn University**  
**College of Education**  
**Department of Kinesiology**

**1. Course Number:** KINE 6200

**Course Title:** Research Project in Physical Education

**Credit Hours:** 3 (lecture) semester hours

**Class:** Tuesday 5:30 – 7:00 PM

**Pre-Requisites:** None

**Co-Requisites:** None

**Syllabus Prepared:** December 2012

**2. Instructor:** Dr. Peter Hastie

**Email:** hastipe@auburn.edu

**Office:** 2081 Coliseum (mailbox Coliseum 2050)

**Phone:** 334-844-1469

**Office Hours:** Tues/Thu: 3- 5pm

**3. Texts:** Selected research articles from journals will be posted on the class website. Students will also contribute readings to the class wiki.

**4. Course Description:** This course is designed to help prepare students to complete action research projects in either elementary and secondary physical education and also provide further information on appropriate content.

**5. Course Objectives:** The objectives are for students to engage in critical reflection about their own practice.

**6. Course Content/Outline:**

- \* Weeks 1 – 3: Identification of research problem
- \* Weeks 4 – 5: Background reading
- \* Weeks 6 – 12: Data collection
- \* Weeks 13 – 15: Report writing and presentation

**7. Course Requirements:**

Component	Details	Value
Research proposal	Outline of the research problem with associated literature	30 %
On-going reports of data	For each lesson or section of lessons, students will report their data	30 %

Final report	Each student will prepare a PowerPoint presentation of the major findings from their research.	40%
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Grading System: A (100 – 90), B (89 – 80), C (79 – 70), D (69 – 60), and F (59 and below)

**8. Course Requirements/Policies:** On a fundamental level, your commitment to this course (i.e., readings, thinking, discussions and intellectual engagement, and completion of all assignments—is integral to your success.

Students should be aware of the importance their participatory role plays in not only class discussion, but also to the learning process itself. As a space of critical engagement and collaborative learning, the classroom is an environment wherein the transmission of knowledge occurs. As such, students are highly encouraged to operate as agents—generating and contributing to lively, critical, and insightful discussions—rather than passive consumers in the classroom. While open dialogues, as well as diverse, varying viewpoints are encouraged and welcome, students should always respect the opinions and subject positions of all students and the instructor, whether or not they are in accord with your own. Please refer to *The Tiger Cub* for delineated policies regarding Classroom Behavior at Auburn University.

**Academic & Intellectual Honesty** All work you submit *must* represent and constitute your own work. Plagiarism and other forms of intellectual dishonesty, such as cheating, are very serious offenses. Please consult the guidelines of Auburn University regarding the —Student Academic Honesty Code in *The Tiger Cub*, to which I will adhere. Also, I will report *all* instances of plagiarism and forms of academic/intellectual dishonesty to the Academic Honesty Committee.

**Withdrawal Policy** According to the withdrawal policy, as specified by Auburn University, students may withdraw from this course by **January 29, 2009** with no grade assignment. Students who withdraw by February 28, 2009 will receive the designation W on their transcript.

**Students with Special Need Accommodations:** All students regardless of ability and/or background are entitled and welcome to fully engage in my course, as well as the academic, social, and intellectual life of Auburn University at large. Any student who is affiliated with the Program for Students with Disabilities (PSD), and who needs or may potentially need special accommodations in this course, should schedule a meeting, which will remain confidential, with me as soon as possible to ensure that his/her needs are met. Students making a request should bring an Accommodation Memo and Instructor Verification Form to the meeting; and, in the event they do not have either or both of these, please contact the Program for Students with Disabilities (1244 Haley Center, 844-2096) to schedule an appointment.

***Office Hours, Email, and Website Policies*** Students are *always* welcome and strongly encouraged to see me after class, during office hours and scheduled appointments to discuss assignments, grades, course goals and objectives, and their progress, as well as any other aspects of their work in the course. Email is the best method of correspondence, especially when students cannot otherwise meet with me in person during office hours. With the exception of weekends, holidays, and unanticipated circumstances, students who email me may expect to receive a response to their query within 48 hours. Additionally, all course materials and other relevant components of this course are posted on the class website.

***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