

**AUBURN UNIVERSITY**  
**DEPARTMENT OF KINESIOLOGY**  
**KINE 4300: Teaching Physical Education in Secondary Schools**  
**Fall Semester 2013**

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**NOTE: In accordance with University policy  
students must activate and regularly check their e-  
mail for announcements and assignments!**

## **COURSE DESCRIPTION**

This course is a critical senior level course in which you enhance and demonstrate your role as **competent, committed, reflective professionals**. In this course we will examine current practice in secondary school physical education, with particular regard to postmodern youth culture. Focus is on constructing and implementing appropriate lifetime sport and fitness activities for students from diverse backgrounds, with an emphasis on reflective teaching. You will learn the key features of the lifelong individualized fitness education (L.I.F.E.) and autonomy supportive teaching. You will be engaged in significant field experiences in teaching roles.

*The purpose of this course is to give you the knowledge, tools, and motivation  
to go out and CHANGE secondary school physical education!*

## **COURSE CONTENT**

In this course we will focus on the components of content, pedagogy, and reflection, couched in a framework of teaching for enhanced physical activity levels through student autonomy ("voice and choice").

### **Content**

We will focus on developmentally appropriate content for physical education. This content is characterized by fitness education, sport, and lifetime activities; with consideration of developmental level of individual learners and the context of today's youth culture. We will foreground Team Handball in this course this year.

### **Pedagogy**

We will focus on autonomy-supportive, instructionally appropriate teaching, using the best known instructional practices in order to best facilitate learning. This pedagogy will be manifested in your teaching physical education to secondary level students in school settings. It includes designing as well as implementing motivating lessons.

### **Reflection**

We will focus on strategies to enable you, the student in 4300, to understand your own teaching, the reasons for doing what you do, and the impact you have on your own students. It includes reflecting on such things above, and making changes in your future lessons based on your reflections. Becoming reflective includes getting to know and understand your students, as well as yourself. Becoming reflective includes being inspired to social action to redress oppression and inequities.

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Suggested Readings:

Alabama State Department of Education. (2009). *Alabama course of study: Physical education*.

Montgomery, AL: Author.

<http://www.alsde.edu/html/sections/documents.asp?section=54&sort=25&footer=sections>

Hastie, P. (2003). *Teaching for lifetime physical activity through quality high school physical education*.

San Francisco: Benjamin Cummings.

Readings on Canvas

## COURSE OBJECTIVES

As **competent, committed, reflective professionals**, the student will:

1. Be **committed** to devising and implementing ways to integrate student empowerment (voice and choice) into middle and/or secondary school curricula.
2. Demonstrate understanding of content standards for the LIFE curriculum of the Alabama Course of Study.
3. Demonstrate **competence** in developing strategies for enabling learners to become autonomous.
5. Demonstrate **competence** in individualizing instruction to accommodate the developmental levels of all learners.
6. **Competently** plan and implement instructional activities to develop health-related fitness through physical activity.
7. Be **committed** to implementing strategies for creating a learning environment that recognizes diversity of groups and uniqueness of individuals.
8. Demonstrate **commitment** to and understanding of teaching practices that develop competent, literate, and enthusiastic players.
9. Demonstrate **competence** in making physical activity more widely accessible across barriers of gender, race, disability, SES, and age.
10. Demonstrate **reflective** teaching practices through planning, journaling, dialogue, self-evaluation, and evaluation of other teachers.
11. Demonstrate **competence** in developing strategies to integrate learning across all domains.
12. Be **committed** to a personal philosophy of inclusive physical education in middle and secondary schools.
13. Develop through **reflection** intangible skills such as caring, empathy, personal values, beliefs, awareness, self-esteem, and autonomy.
14. Become aware of and sensitive to the needs of diverse populations through a **commitment** to teaching ALL students.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

This course will include a variety of assignments for continuous, formative, assessment. These may include reflective writings, article/chapter critiques, unannounced quizzes, school site observations, and lesson planning and implementation. The professor reserves the right to modify assignments and point values with notice.

## Written assignments (240 pts.)

(All written assignments are to be submitted on-line or by email unless otherwise indicated. See detailed instructions/rubrics.)

Unannounced quizzes – individual .....	20
Writing Tasks – individual .....	100
Tiger High Fitness/Sport Club (FSC) – collaborative .....	100
Professional participation in class discussions and on- and off-campus labs – ind. ....	20
○ This includes being on time to class and lab, professional and active engagement in class and lab, etc.	

## Teaching Lab: Planning/Teaching (260 pts., details TBA)

(Note: in order to receive credit, students must be in attendance and participating!)

Lesson plans – collaborative.....	180
4 Reflective assignments – individual .....	60
Evaluations of Classmates' Teaching – collaborative .....	20

A = excellent - 471-500      B = good – 421-470      C = satisfactory - 371-420  
D = unsatisfactory - 301-370      F = failing - below 301

**\*NOTE! Grades will be determined with points, not percentages!**

## COURSE POLICIES

Students are considered to be committed professionals, and professional behavior and attire are expected at all times. It is your responsibility to read and understand the following policies!

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

Honesty Code: The University Academic Honesty Code and the [Student Policy eHandbook](#) Rules and Regulations pertaining to Cheating will apply to this class. As a professional, the student is expected to uphold the standards of academic integrity. It is the student's responsibility to understand appropriate use of the work of others, and that which constitutes plagiarism (see the [Student Policy eHandbook](#) – URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). Collaborative assignments and individual assignments will be clearly indicated.

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).

Electronic and wireless devices: Students will turn off phones and other wireless devices upon beginning of class. If you wish to use laptops in class, you must ask the professor for individual permission. Laptops may ONLY be used for KINE 4300 CANVAS notes. If there is ever a cause to believe otherwise, then laptops will not be allowed.

Email and Blackboard: Communication with the professor outside of class can be done using Tiger mail. Additionally, course materials (assignment guidelines, rubrics, lecture outlines, and additional resources) are posted on Blackboard.

Participation: Students are expected to attend all lectures and labs, and to adhere to professional behavior as noted above. Specifically, you are expected to interact enthusiastically with the students. Please refrain from using tobacco products **at all times**, and refrain from having food or drink at the Lab site.

Attire: Wear professional attire suitable for movement (e.g., wind suit and tennis shoes) for field experience at the Lab site. Wear Polo-type collared shirts. **Hats**, cut-offs, crop-tops, spandex, etc., are not appropriate. **Hats** are not ever appropriate in the classroom, or in Lab, neither indoors or outdoors. You may wear sunglasses outside. Remember, you are a professional.

Meeting time: This class is scheduled to meet Mondays from 10:00AM - 11:40 and Wednesdays from 8:00AM - 11:40. Lab times at the school site will be on Wednesday mornings during approximate class time, and will be announced at a later date.

Attendance: This class meets two times per week. Students are considered to be professionals, and professional behavior is expected at all times. **As a professional, every student is expected to punctually attend every class session and Lab.** An *unexcused* missed Lab will result in a loss of points from final grade. An *excused* missed Lab must be **made-up** in order to earn points. In the event that the student has a **serious illness** or **emergency**, that student should **email, text, or telephone the partner** AND the professor **prior** to class. The student is solely responsible for any information or assignment missed if tardy or absent. **Late assignments will not** be accepted unless prior arrangements have been made.

***Students must attend and participate in all labs in order to receive credit for written assignments!***

Unannounced Quizzes: There will be unannounced quizzes on the readings and lectures.

Written Work: All written assignments are to be computer-generated.

FINGERPRINTING: Because of our lab work in school and community settings, students must have a clear BACKGROUND CHECK, which you get through FINGERPRINTING. You do not need to turn in anything.

~~~~~ **Our lab will be at Opelika High School on Wednesdays** ~~~~~

~~~~~ **Dates at school site to be arranged** ~~~~~

## REFERENCES

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- Tinning, R. & Fitzclarence, L. (1992). Postmodern youth culture and the crisis in Australian secondary school physical education. *Quest*, 44, 287-303.

Wuest, D. A. (1994). *Curriculum and instruction: The secondary school physical education experience*.  
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