

**AUBURN UNIVERSITY**  
**DEPARTMENT OF KINESIOLOGY**  
**KINE 7200: CURRICULUM AND TEACHING IN PHYSICAL EDUCATION**  
**FALL 2013**

Instructor:	Jared A. Russell, Ph.D.
Meeting Times:	Monday 4 pm – 6:30 pm
Meeting Place:	Memorial Coliseum Rm. 2043
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Office Hours:	Mondays 12 – 1 pm, 2 – 4pm or by appointment
Credit Hours:	3 Semester Hours
Pre-requisites:	None
Co-requisites:	None
Date Syllabus Prepared:	August 2007

**Required Textbook(s):** Readings and relevant materials will be provided by the instructor.

**Course Purpose:**

Teaching in a diverse global environment is paramount and hence pre-service teachers must have conceptual and practical knowledge of curriculum content and implementation to work with a diverse student body. Theories used to frame curricular perspectives in education and physical education as well as principles and assumptions utilized in curriculum development will be examined. This course will cover the extent to which the theories and principles influence and/or relate to the student, environment, and society. In addition, analyses and evaluations of contemporary models and/or conceptual frameworks of physical education programs will be covered. Further, gender, ethnic/racial and social class as they influence teachers' beliefs, skills, and techniques in designing or redesigning curricula in various organizational levels will be addressed during the course of the term.

Students are required to read the assigned materials as directed and should play an active role in class discussions. Reading the class materials, attending class regularly, taking part in class discussions will help you tremendously in developing, implementing, and evaluating curriculum, and in assessment of student learning in Pre-k, elementary, and secondary school physical education programs.

**Course Objectives:**

Objectives that reflect the college's commitments to diversity and technology are coded as "D" and "T," respectively.

The student will:

- a. Understand the purposes of education and physical education in the past, present, and future educational system.
- b. Exhibit an understanding of principles and assumptions of curriculum design.
- c. Identify issues and considerations critical to the process of curriculum design. [D]
- d. Describe influences on curriculum design in K-12 physical education. [D]
- e. Identify and discuss critical issues in curriculum development and evaluation. [D]
- f. Know how ethnic/racial, gender, social class and other relevant diversity issues affect curriculum development and implementation. [D]
- g. Analyze and evaluate curriculum-related research articles.
- h. Construct a personal philosophy of physical education. [D]
- i. Discuss the role of values and context on the formation and implementation of curricula. [D]
- j. Demonstrate knowledge and understanding of NASPE national standards and outcomes.
- k. Critique secondary, middle, and elementary school curricula as proposed by the Alabama State Department of Education and by selected school districts.
- l. Conduct an ethnographic study of an educational setting in order to develop a meaningful curriculum, and design a curriculum guide for that setting.
- m. Become aware and sensitive to the needs of diverse populations through community service work. [D]
- n. Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.

- o. Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning.
- p. Ability to participate in school improvement planning by working collaboratively with teams focused on specific improvement initiatives.
- q. Knowledge of the principles of individual and organizational change and a commitment to assume personal responsibility for learning and supporting others in results-oriented changes.
- r. Knowledge of research relating collective responsibility for student learning to increased achievement for all students.
- s. Engage in self-examination including personal development, career goals, and community awareness. [D]

**Tentative Course Outline:**

Week 1: Go over syllabus. Student course outline/. Welcome to the course. Pre-test.

Week 2: What is curriculum? Forces affecting curriculum – external and internal.

Week 3: Politics of curriculum Week 4: Examining state curriculums Week 5: Social context of schools – issues of diversity

Week 6: Standards based curriculum

Week 7: Value orientations; Discuss shared and unique missions – compare to VOI; Discuss Hidden Curriculum

Week 8: Curriculum Evaluation

Week 9: What do we evaluate as part of curriculum evaluation? Student learning, student attitudes, community values & culture, facilities, teachers, administrators, written curriculum, geography/climate

Week 10: Curriculum models: Skill themes & movement concepts, educational movement

Week 11: Curriculum model chapter review and presentation to class.

Week 12: Curriculum models: Fitness education; Adventure Education; etc.

Week 13: Curriculum development assignment

Week 14: Group presentations for Curriculum Projects

Week 15: Curriculum Term Papers due

Week 16: Final projects due

**Assignments** (descriptions of each assignment will be disseminated closer to the due date):

Curriculum Guide Presentation (10%)

Curriculum Review Presentation (10%)

Term Curriculum Paper (Topics will be approved by professor prior to starting assignment) (10%)

Reaction Paper Submissions (20%)(5 reaction papers)

Curriculum Review Project/Papers (20%)

Curriculum Guide (30%)

All submitted work should be typed and neatly arranged. Cite all sources that are not your original thinking for your work (see APA 6th 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/quiz will be disseminated prior to due dates.

**Grading Scale:**

The grading scale for this course is as follows:

A = 92 -100

B = 91 – 82

C = 81 – 70

D = 69 – 60

F = 59 points and lower

**Out of a possible 100 points**

**Class Policy Statements:**

**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

**Academic Honesty Code:** Students are encouraged to refer to Auburn University's policies concerning attendance, absences, and academic honesty as found in the *Auburn University Student Policy eHandbook*. The URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

**Accommodations:** "Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

**Participation:** Students are expected to attend all classes, and to adhere to professional behavior as noted above. Participation can be defined as "actively engaging in class/course activities in a meaningful manner as stipulated by the instructor of record."

**Attendance/Absences:** This class meets once per week. As a professional, every student is expected to punctually attend every class session. Make-up work will be given only for University-approved excuses as outlined in the *Auburn University Student Policy eHandbook*. The URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

Arrangements to make up work must be made in advance. Students who miss because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. 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.

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. You will be allowed One (1) unexcused absence (not including field experiences). If you miss more than one class it will result in a three (3) 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 (if applicable) knowledge and approval. The professor is to be notified of excused absences as defined by Auburn University's policy within a week of each individual absence via e-mail. The professor will address all issues concerning excused and/or unexcused absences at his discretion. 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 format of any make-up work/assignments will be at the professor's discretion.

**Late/Remedial Work:** No late assignments will be accepted.

**Academic Honesty:** Academic honesty involves cheating on exams, papers, or assignments, and plagiarizing or presenting false information. Plagiarizing involves taking ideas from another source and writing them as if they are your own. For further comprehensive information on this issue, please refer to the Students are encouraged to refer to Auburn University's policies concerning academic honesty as found in the *Auburn University Student Policy eHandbook*. The URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies). For any proven academic dishonesty on any assignment or exam, you will get an "F" for a grade for that assignment and/or the course as well as referral to Auburn University authorities.

**Justification for Graduate Credit:** In this course students read and critique scholarly literature. Course includes a research project including data collection, analysis, and reporting.