

Course Syllabus

KINE 3210 - Skills and Concepts of Sport (3 cr.)

Instructor

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Office hours: Daily, 2 - 3 PM. Other times by appointment.

Lecture/Lab

Lectures and labs are scheduled at varying times depending upon the development of the course.

For each lecture there is an associated on-line quiz. These are to be completed by the due date listed (see schedule)

- each quiz has 4 questions
- you can take a quiz 2 times
- you need to score 100% to get credit for the quiz
- that is, a score of 3/4 or less will score a 0 towards your grade

Labs will be either on campus on the coliseum floor, or on-site at a local elementary school (see schedule)

- lecture quizzes are due by 5.00pm two days after the lecture is presented in the course schedule

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.

Course Organization

The course is organized around two major themes. These are (i) Game understanding, and (ii) Sport Education. Both themes will have a lecture and lab component.

Game understanding

- lectures on relevant game theory for games in different categories
- practice participation in various game forms
- design and presentation of games in various game forms

Sport Education

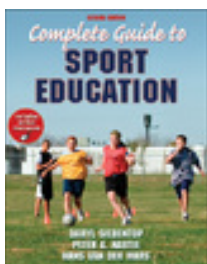
- lectures on relevant Sport Education theory
- participation in a Sport Education season on campus
- leading a Sport Education season for students in an elementary school

Relevant reading

The following two books are particularly valuable resources for this course and beyond. Students are strongly encouraged to purchase one or both of these.

Click on the image of each book to take you to the publishers website where you can purchase the book.

Alternately, look on amazon.com for alternate prices.



Complete guide to Sport Education Paper book \$39
 Daryl Siedentop eBook \$21
 Peter Hastie,
 Hans Van der Mars
 ISBN13: 9780736098380



Student designed games Paper book \$27
 Peter Hastie eBook (pdf) \$15
 ISBN13: 9780736085908

Assessment

Lecture quizzes -- 10%

Examination following section on Game understanding -- 30%

- 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.
- 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.

Examination following Sport Education section -- 30%

- students will complete an online exam during the examination period. This exam will be based upon Sport Education related lecture material from class.

- 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 here](#)

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.

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
- assessment is based upon the following rubric

KINE 3210: Skills and Concepts of Sport

Personal Participation Evaluation

Points value	Criterion	Exemplary	Satisfactory	Marginal
2	Arrived on time for class	Every time	Most often	Usually
3	Attended class	Every session, never missed	Missed one or two	Missed more than two
4	Played with full effort during the sport season and in games activities	Every session	Most of the time	Sometimes
2	Listened carefully to instructions and game rules	Always listened intently to know the task	Took enough notice to know generally what to do	Waited to see what everyone else was doing so I could follow them
2	Actively participated in officiating responsibilities during the sport season	Every game	Most games	Sometimes
1	Assisted in equipment set up,	Often	Only when asked	Rarely

	collection or return			
3	Made contributions to team games design	Significant, and for all game forms	Consistent input	Occasional input
2	Showed good elements of fair play and encouraged others during the sport season and in game designs.	Always	Mostly	Sometimes
1	At the end of a class, I made sure I knew what/where we would be next lesson	Always	Mostly	I usually left as quickly as possible

Schedule

	MON	TUE	WED	THUR	FRI
AUG	18 Introduction <ul style="list-style-type: none"> requirements expectations syllabus details 	19 Concepts of games <ul style="list-style-type: none"> game forms 	20 Tag games <ul style="list-style-type: none"> principles skills concepts 	21 Tag games <ul style="list-style-type: none"> samples 	
	25 Target games <ul style="list-style-type: none"> principles skills concepts 	26 Target games <ul style="list-style-type: none"> samples 	27 Net games <ul style="list-style-type: none"> principles skills concepts 	28 Net games <ul style="list-style-type: none"> samples 	
SEP	1 <u>no class</u>	2 Bat/field games <ul style="list-style-type: none"> principles skills concepts 	3 Bat/field games <ul style="list-style-type: none"> samples 	4 Bat/field games <ul style="list-style-type: none"> samples 	
	8 Invasion games <ul style="list-style-type: none"> principles skills concepts 	9 Invasion games <ul style="list-style-type: none"> samples 	10 Invasion games <ul style="list-style-type: none"> samples 	11 <u>no class</u>	
	15 Sport	16 Sport	17 Sport	18 Sport	

	Education <ul style="list-style-type: none"> • model concepts • structure • team selection 	Education <ul style="list-style-type: none"> • pedagogical principles • development of routines 	Education <ul style="list-style-type: none"> • game play • officiating • fair play 	Education <ul style="list-style-type: none"> • pedagogical principles • development of routines 	
	22 <i>no class</i>	23 <i>no class</i>	24 <i>no class</i>	25 Pre-season	
	29 Pre-season	30 Pre-season	1 Formal comp	2 Formal comp	
OCT	6 Formal comp	7 Formal comp	8 Finals/festivity	9 SE prep <ul style="list-style-type: none"> • roles • responsibilities 	
	13 SE season @ Pick Elem	14 SE season @ Pick Elem	15 SE season @ Pick Elem	16 SE season @ Pick Elem	17 SE season @ Pick Elem
	20 SE season @ Pick Elem	21 SE season @ Pick Elem	22 SE season @ Pick Elem	23 SE season @ Pick Elem	24 SE season @ Pick Elem
	27 SE season @ Pick Elem	28 SE season @ Pick Elem	29 SE season @ Pick Elem	30 SE season @ Pick Elem	31 SE season @ Pick Elem
NOV	3 SE season @ Pick Elem	4 SE season @ Pick Elem	5 SE season @ Pick Elem	6 SE season @ Pick Elem	7 SE season @ Pick Elem
	10	11	12	13	
	17	18	19	20	
	24 <i>Thanksgiving</i>	25 <i>Thanksgiving</i>	26 <i>Thanksgiving</i>	27 <i>Thanksgiving</i>	
DEC	2	3	4	5	

Grading

A = 93+

B= 92-85

C= 80-84

D= 72-80

F<60

Class Policies

Attendance: It is expected that students taking a professional education class will attend every class meeting, will arrive on time, and will actively participate in each class. Absences and late arrivals will not be tolerated. If you must miss class because of illness or other emergency, please try to notify the instructor in advance. You are still responsible for any work missed during an absence.

Plagiarism: All exams, assignments, and any other written work must reflect the individual efforts of each student. Please refer to the Tiger Cub for information regarding academic honesty.

Cell Phones: As a courtesy to everyone, please turn off your cell phone during class. If you have a compelling reason for leaving your phone on, please let me know at the beginning of class. Also, please do not text-message during class.

Best Work: Students are expected to show evidence of thorough reading of assigned lectures and supplemental readings. Please take pride in your work and be motivated to do your best work in this class; if you are, you will gain the maximum benefit from the course.

Unannounced Quizzes: There will be no unannounced quizzes in this class.

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

Professionalism: As faculty, staff, and students interact in educational settings, they are expected to demonstrate professional behaviors as defined in the College of Education's conceptual framework. These professional commitments or dispositions are as follows: 1) engage in responsible and ethical practices, 2) contribute to collaborative learning communities, 3) demonstrate a commitment to diversity, and 4) model and nurture intellectual vitality.

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 alternate 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, 1244 Haley Center, 844-2096 (V/TT).

It is the student's responsibility to inform the instructor of any medical conditions or allergies that may affect in class participation or performance. Students with any health problems should have completed a Health Referral Form.

Attendance: The material and experiences in this class are important and if you are not in class, you cannot take an active role as a student. Class attendance and appropriate participation is paramount to your success as a student.

If an unusual condition such as a serious illness results in this situation (8 total absences) students are encouraged to consult the AU Bulletin and/or an academic adviser in their college to determine if they meet university guidelines for requesting withdrawal from the course.