

Course Syllabus

KINE 4300 - Teaching Secondary Physical Education (4 cr.)

<http://au43001.pbworks.com/w/page/44411164/FrontPage>

<http://au4300johnchad.pbworks.com/w/page/45279520/FrontPage>

Instructor

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

Course Description

In this course we will examine key issues relevant to current practice in middle and secondary school physical education, with particular regard for postmodern youth culture. Focus on constructing and implementing appropriate lifetime sports and activities, and fitness activities for students from diverse backgrounds, with an emphasis on reflective teaching. This course is designed around the three key facets that intersect to determine the process of secondary school physical education. These are (i) the students, (ii) the context of the school, and (iii) the curriculum.

Requirements

Mondays will be lecture/discussion based, and take place on campus. During this time, the presentation will be from one of the chapters of the set text. For the weekly chapter, students will complete either one portfolio task or one in-school task from the chapter at the end of the book. These pieces of written work will become part of the student's course portfolio. There will also be time for you to work in your groups to make progress on your portfolios, to plan lessons, and to reflect upon your experiences and interact with others.

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
- failure to complete a quiz will result in a 2 point deduction from your final grade.
- you need to score 100% to get credit for the quiz: that is, a score of 3/4 or less will score as a 2 point deduction from your final grade

Wednesdays will be located at Opelika High/Middle School, where you will be teaching students in grades ranging from 7-12. There will be a number of different classes, and you will experience different types of students throughout the course. You will either present a fitness laboratory, or will lead an activity session. Students must prepare lesson plans for the laboratories (including any student handouts or worksheets), as they are designated. Students leading exercise sessions should be prepared to engage

the students in the physical activity of their choice. In addition, you will give students the opportunity to set goals concerning their level of engagement and effort.

Assessment

The assessment system for this course is based around the construction of a portfolio. In keeping with the notion of developing collaboration and collegiality that is so necessary for productive work in secondary physical education, the portfolio is the responsibility of all group members. This will mean both individual and group contributions to the piece of work. The portfolio will be in the form of a wiki, allowing all group members access to the piece 24/7. The only limitation will be if one group member is logged on, others will not be able to access the page for editing. All group members will have editorial rights to the page. The following components are required for the portfolio, and each has its course value attached. These sections should be separate pages on the portfolio with a central link from the homepage.

Chapter tasks - 20%

Your ability to articulate ideas effectively, both in writing and in speaking, is a crucial component of success in all areas of life. Consequently, each week, you will be allocated to complete a writing topic based upon the content related to the weekly focus. Illustrations are encouraged. The work will be submitted in printed form by the Friday of that week.

Following submission, these writing tasks will be distributed to other students for reading and evaluation. The rubric for that evaluation is included on the course syllabus, and you are to include a blank rubric form at the bottom of each submission. 70% of your grade for the chapter task will be from your written submission, and 30% will be based upon your evaluation/feedback of the submission you read.

*Lesson/Lab Plans - 25%**

You are to write and post a lesson plan for each activity session your group is going to present. Each lesson plan will use the headings listed below. You are present information in such a way that another person could complete your lesson exactly as you intended if you were to give them the outline.

- Activity focus -- what component of health-related fitness are you trying to develop during this lesson?
- Rational -- why are you including the content in this lesson (did you poll the students, is it something new you want to try out, is it one of their favorite activities)?
- Details -- give specific details of the actual content (i.e., game rules, equipment needed, set up or organization)
- Presentation -- give the verbal script for how you are going to present the activity to the students
- Strategies for voice, choice and empowerment -- in what ways are you going to accommodate student input during the lesson?
- Monitoring strategy task -- how are you going to monitor students' activity levels during the lesson (what measurement instruments are you going to use)?
- Schedule of review -- how often, and how, are you going to have students monitor their activity engagement during the lesson?

Like lesson plans, your lab outline will be such that someone else could read your plan and complete the lesson exactly as you intended. A lab outline will include the following headings.

- Topic and rationale -- what is the topic, and why did you select it as relevant?
- Key knowledge goal -- what exactly do you want the students to learn during this lab?
- Set induction -- how are you going to introduce the topic in such a way that it stimulates enthusiasm and inquiry?
- Activity and data sheets -- include the actual task sheets you will be giving to students
- Review, checking for understanding -- how are you going to ascertain the level of student understanding at the end point of the lab?
- Resources -- what specific resources do you need to conduct the lesson?

Lesson Review - 15%

Following each lesson or lab, you will write a review that includes the following components.

- What was the major point of significance during this lesson? That is, what was the critical incident?
- What might you do differently (or perhaps repeat) in future lessons as a result of this situation?
- In what way did this situation or lesson help you understand something about individuals, the context or the curriculum as it relates to HSPE?
- You should include some visual images where possible to support your reflections.

These reflections are to be uploaded to your team's portfolio page by the first Friday after teaching.

Teaching performance - 30%

Each week, you will be evaluated on your performance in your instructional role (Wednesday class). The rubric included in the "files" menu of this page identifies the key components of that evaluation (4300TEval).

Professionalism - 10%

Throughout the course, you will be evaluated on professionalism as it relates to the notion of being a full time teacher. Items affecting this score will include dress, promptness and readiness for teaching, commitment to your working team and the wiki. This score will operate on a deduction system. That is, all students begin with a 10 and point penalties (valued at the discretion of the instructor) will be allocated if necessary.

Each time you are late for a teaching lab, you will not be able to teach and will be deducted 5 points from your grade.

Grading

A = 93+

B=85-92

C=80-84

D=70-79

F<70

Class Policies

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

Assignment 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: Read the associated note from the College of Education in the files menu

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.

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.