

# Course Syllabus

## **KINE 7970 - Special Topics: Skills and Concepts of Sport (3 cr.)**

### ***Instructor***

Dr. Peter Hastie, 176 Kinesiology Building, 844-1469 [hastipe@auburn.edu](mailto:hastipe@auburn.edu)

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*

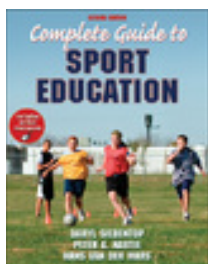
- lectures on relevant Sport Education theory
- participation in a Sport Education season on campus
- leading a Sport Education season for students in an elementary school

### ***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 project -- 30%

- students will be involved in the planning and data collection of a project completed during the sport education season
- students will coordinate the undergraduate students in data collection
- students will help in data analysis of the school project.

### ***Schedule***

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

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

### Grading

A = 93+

B= 92-85

C= 80-84

D= 72-80

### ***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.