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

**Instructor**

Dr. Peter Hastie, 176 Kinesiology Building, 844-1469 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.

Labs will be either on campus in the SAC, or on-site at a local elementary school (see 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. A key part of the course will involve students 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
* guide school students in a unit of child designed games

Sport Education

* lectures on relevant Sport Education theory
* participation Sport Education lessons 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.

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| --- | --- | --- |
|   | **Complete guide to Sport Education**Daryl SiedentopPeter Hastie,Hans Van der MarsISBN13: 9780736098380 | Paper book $39eBook  $21 |

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

**Assessment**

Quizzes -- 20%

* there will be a number of unannounced quizzes included in the course
* these quizzes will be administered at the beginning of classes
* students who are late for class will be unable to take these exams

Final examination -- 50%

* students will complete an online exam during the examination period.
* this exam will be based upon game forms and sport education 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.

Game design report -- 10%

* students will write the full details of the game their students developed
* this will be presented as a word file with diagrams and rules
* students will also provide a reflective account of the process of game design and what was learned

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.

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 rubric listed below

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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, collection or return | Often | Only when asked | Rarely |
| 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** | **THU** | **FRI** |
| **AUG** |  | 16Introduction to course and the idea of games[grasshopper.pdf](https://auburn.instructure.com/courses/976206/files/83827857/download)Preview the documentView in a new window | 17Concept of possession | 18Using grids[Grids.ppt](https://auburn.instructure.com/courses/976206/files/84955131/download)Preview the documentView in a new window | 19 |
|  | 22Concept of progressionPlant razor run | 23Tag game concepts | 24Tag games | 25Tag games | 26 |
|  | 29Concept of scoring | 30Target games | 31Target games | 1Target games | 2 |
| **SEP** | 5Invasion game concepts | 6Invasion games | 7no class | 8no class | 9 |
|  | 12no class | 13Invasion games | 14Invasion games | 15Invasion games | 16 |
|  | 19Introduction to Sport Education ·   model concepts·   structural features·   team selection | 20Sport Education·   pedagogical principles·   development of routines | 21 Sport Education·    pre-season issues·    presenting games and roles·    modified games | 22Sport Education·   game play·   fair play·   officiating | 23 |
|  | 26Sport Education·   season design·   assessment | 27 | 28 | 29 | 30 |
| **OCT** | 3Sport Education season @ Pick elementary | 4Sport Education season | 5Sport Education season | 6Sport Education season | 7Sport Ed season |
|  | 10Sport Education season | 11Sport Education season | 12Sport Education season | 13Sport Education season | 14 Fall Break |
|  | 17Sport Education season | 18Sport Education season | 19Sport Education season | 20Sport Education season | 21Sport Ed season |
|  | 24Sport Education season | 25Sport Education season | 26Sport Education season | 27Sport Education season | 28Sport Ed season |
| **NOV** | 31Net/wall games | 1Net/wall games | 2Net/wall games | 3Net/wall games | 4 |
|  | 7Batting/fielding games | 8Batting/fielding games | 9Batting/fielding games | 10Batting/fielding games | 11 |
|  | 14Student designed games | 15Student designed games | 16Student designed games | 17Student designed games | 18 |
|  | 21 Thanksgiving | 23 Thanksgiving | 23 Thanksgiving | 24 Thanksgiving | 25Thanksgiving |
| **DEC** | 28Summary and review | 29 | 30 | 1 | 2 |

**Grading**

A = 90+
B= 80-89
C= 70-79
D= 60-69
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.

Each unexcused absence will incur a 5 points penalty from the final grade.

Each late arrival will earn a deduction of 1 point per 10 minutes.

Each unexcused absence for a class held in a school setting will result in a drop of one letter grade.

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.

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.