KINE 4300 - Teaching Secondary Physical Education

# Instructor

Dr. Peter Hastie

176 Kinesiology Building

334-844-1469

[hastipe@auburn.edu](mailto:hastipe@auburn.edu)

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

The course is organized around two major teaching units - one in a junior high school, the other in a high school. In each case, we will teach a 15 lesson block.

Classes on campus will be organized around planning these units, and becoming aware of the key features of autonomy supportive upper school physical education.

There will be sections of the course where to class does not meet (see schedule)

# KINE 4300 Operating Schedule, Fall 2017

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Month | Monday | Tuesday | Wednesday | Thursday | Friday |
| AUG | 21 | 22  4300 | 23 | 24  4300 | 25  4300 |
|  | 28 | 29  4300 | 30 | 31  4300 | 1  4300 |
| SEPT | 4 | 5 | 6 | 7 | 8 |
|  | 11 | 12 | 13 | 14 | 15 |
|  | 18 | 19  4300 | 20  4300 | 21 | 22  4300 |
|  | 25  AJHS teaching | 26  AJHS teaching | 27  AJHS teaching | 28  AJHS teaching | 29  AJHS teaching |
| OCT | 2  AJHS teaching | 3  AJHS teaching | 4  AJHS teaching | 5  AJHS teaching | 6  AJHS teaching |
|  | 9 | 10  4300 | 11 | 12  *Fall Break* | 13  *Fall Break* |
|  | 16 | 17  4300 | 18 | 19  4300 | 20  4300 |
|  | 23  OHS teaching | 24  OHS teaching | 25  OHS teaching | 26  OHS teaching | 27  OHS teaching |
|  | 30  OHS teaching | 31  OHS teaching | 1  OHS teaching | 2  OHS teaching | 3  OHS teaching |
| NOV | 6 | 7 | 8 | 9 | 10 |
|  | 13 | 14 | 15 | 16 | 17 |
|  | 20  *Thanksgiving* | 21  *Thanksgiving* | 22  *Thanksgiving* | 23  *Thanksgiving* | 24  *Thanksgiving* |
|  | 27  *TBA* | 28  *TBA* | 29  *TBA* | 30  *TBA* | 1  *TBA* |
| DEC | 4  *TBA* | 5  *TBA* | 6  *TBA* | 7  *TBA* | 8  *TBA* |

# 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.

Unit design *(x 2 @ 20% each)*

this will be your unit plan and individual lesson plans for the upcoming unit

Teaching performance *(x 2 @ 20% each)*

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

Unit reviews *(x 2 @ 10% each)*

following each unit, you will write a review that includes the following components.

What was the major point of significance during the unit? 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.

Professionalism *(deduction system)*

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. 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. If you lose the entire 10 points you will not be able to pass the course.

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

## Grading

A = 90+

B=80-89

C=70-79

D=60-69

F<60

## 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.

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.

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.