AUBURN UNIVERSITY

SYLLABUS

Fall 2018

# Course Details:

Course Number: KINE 4360-001

Course Title: Health Education and Physical Education in Elementary Schools

Day/Time: Monday, Wednesday 11:00am-12:40am (STACT 249)

Credit Hours: 3 credit hours

Prerequisites: None

# Contact Information:

Instructor: Brenna Cosgrove

Office Address: 301 Wire Road, Kinesiology Research Facility, Rm # 106

Email: bmc0053@auburn.edu

Office Hours: Monday 1:00pm-2:00pm, Wednesday 9:30am-10:30am (or by appointment)

# Required Text:

Hastie, P. A., & Martin, E. (2006). Teaching elementary physical education: Strategies for the classroom teacher. San Francisco, CA: Pearson Benjamin Cummings.

# Recommended Resources:

[PE Central](http://www.pecentral.org/)

[PE Links 4 U](http://www.pelinks4u.org/)

[Society of Health and Physical Educators](http://www.shapeamerica.org" \t "_blank)

[Williams, N. (1994). Hall of Shame. Journal of Physical Education, Recreation and Dance](http://www.auburn.edu/~brocksj/4360hastietext/hallofshame1994.pdf)

[Williams, N. (1996). Hall of Shame. Journal of Physical Education, Recreation and Dance](http://www.auburn.edu/~brocksj/4360hastietext/hallofshame1996.pdf)

# Course Description:

This course is designed to help elementary education majors gain an understanding of elementary health and physical education curriculum and instruction, develop the ability to plan developmentally appropriate lessons aimed at facilitating children’s motor learning and cognitive development, and understand and reflect on practice in terms of sound educational philosophy. Includes field experience.

# Course Objectives:

Upon completion of the course, the students will be able to:

1. Understand that physical education has a purpose, beyond fun, and that it is essential to accomplishing overall educational goals.
2. Critically analyze personal experiences and common misconceptions in physical education.
3. Demonstrate knowledge of content and methods to plan an equitable and developmentally appropriate curriculum for elementary health and physical education students.
4. Be familiar with a variety of appropriate activities for each of the skill themes and movement concepts.
5. Demonstrate the ability to effectively teach elementary health and physical education.
6. Systematically observe, analyze, and refine teaching skills.
7. Identify and utilize appropriate skill progressions.
8. Apply content knowledge through refinements and extensions to individualize activities and provide success for all students.
9. Identify methods for creating a safe environment focused on learning in elementary physical education.
10. Explain the role of classroom teachers in the health and physical education of children.

# Class Schedule and Meeting Places

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Location** | **Class Content** | **Assignments Due** |
| 1 | 8/20/18 | STACT 249 | Course introduction  Reflection #1 | NONE |
| 8/22/18 | Ch. 1 & 2 | Read |
| 2 | 8/27/18 | Ch. 7 & 8 | Read |
| 8/29/18 | Ch. 9 & 10  Educational Games | Read |
| 3 | 9/3/18 | NO MEETING | LABOR DAY | NONE |
| 9/5/18 | STACT 249 | Ch. 3 & 16 | Read |
| 4 | 9/10/18 | Ch. 4 & 5  Peer teaching | Read  Peer teaching lesson plan  Reflection #2 |
| 9/12/18 | Peer teaching | Peer teaching lesson plan |
| 5 | 9/17/18 | Midterm  Teaching practice (optional) | Midterm |
| 9/19/18 | Auburn Early Education Center | Meet PE teacher and observe | Reflection #3 |
| 6 | 9/24/18 | Field Experience | Lesson plan |
| 9/26/18 | Lesson plan  Reflection #4 |
| 7 | 10/1/18 | Lesson plan |
| 10/3/18 | Lesson plan |
| 8 | 10/8/18 | Lesson plan  Reflection #5 |
| 10/10/18 | Lesson plan |
| 9 | 10/15/18 | Lesson plan |
| 10/17/18 | Lesson plan |
| 10 | 10/22/18 | Lesson plan  Reflection #6 |
| 10/24/18 | Lesson plan |
| 11 | 10/29/18 | Lesson plan |
| 10/31/18 | Lesson plan |
| 12 | 11/5/18 | Lesson plan  Reflection #7 |
| 11/7/18 | Lesson plan |
| 13 | 11/12/18 | Lesson plan |
| 11/14/18 | Lesson plan  Reflection #8  Early due date for Project #2 (optional) |
| 14 | 11/19/18 | NO MEETING | THANKSGIVING BREAK | NONE |
| 11/21/18 |
| 15 | 11/26/18 | STACT 249 | Incorporating PA in the classroom | Read |
| 11/28/18 | Incorporating PA in the classroom | Read |
| 16 | 12/3/18 | Project 1 presentations | Project 1 – Integrated Activity  Reflection #9 |
| 12/5/18 | Project 2 presentations | Project 2 – Children’s Book  Reflection #10 (due 12/7) |
| FINAL EXAM | | | | |

***NOTE:*** *You will learn that schedule changes occur often when working in schools. For this reason, the schedule provided above is tentative and can be changed throughout the semester at the discretion of the instructor.*

**Additional Important Dates:**

*Last day to drop from course with no grade assignment.* – 9/10/18

*Last day to withdraw from course with no grade penalty. "W" assigned* – 11/2/18

# Assessment (\*see asterisk below)

|  |  |
| --- | --- |
| Teaching Labs/Lesson Plans | 30% |
| Reflections | 10% |
| Midterm Exam | 20% |
| Project 1 | 10% |
| Project 2 | 10% |
| Final Exam | 20% |

\*Class Discussion is expected. There are no points for class discussion, however up to 10 points may be deducted by the instructor for those students who do not participate in class discussions.

\*\*Please refer to the Field Experience webpage for specific grading criteria for professionalism during field experiences.

# Grading Scale

90 -100 = A (exceptional; substantially exceeds expectations)

80 - 89 = B (better than average; does more than minimal requirements)

70 - 79 = C (average; does only what is required)

60 - 69 = D (below average; does not meet minimal standards)

0 - 59 = F (unacceptable)

# Attendance/Tardiness Policy

Participation:  Students are expected to participate in all class discussions and class events. A deduction of 2 points from your final grade will be assessed for sleeping or not paying attention, using a cell phone, using a computer for non-class activities, or participating in any activity that is not strictly part of KINE 4360. This applies to class lecture and field experiences. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance:  Attendance in class 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, scheduled meeting) beyond one\*, ½ of a letter grade will be deducted from your final grade. Absences are only excused in emergency situations, as determined by the instructors’s discretion. Also, you must contact me if you will be late or absent. If I do not hear from you before class, I should certainly have an email by the end of class time. ALL APPOINTMENTS SHOULD BE SCHEDULED OUTSIDE OF CLASS TIME. It is essential in learning to teach that you make your ideas and feelings explicit through group experiences and discussions, as well as examine your ideas in relation to those of others.

**\*2 instances of tardiness = 1 absence  ~  *Please Be On Time!***

*Note: It is your responsibility to notify the professor immediately following class if you arrived late (recorded absences will not be altered at a later date).*

**IT IS VITAL THAT YOU DO NOT MISS ANY FIELD EXPERIENCES. Unexcused absences on Field Experience days will result in an automatic deduction of 1 letter grade from your final grade (regardless of whether it is your first absence in the course or not).**

# Course Policy Statements:

1. All assignments must be typed (unless otherwise noted).
2. All assignments are due at the beginning of each class. Assignments turned in after the start of class are late and will be penalized by 10%, as well as an additional deduction of 10% per additional day late (if you are unable to attend class on the day an assignment is due, make arrangements to turn the assignment in to me before class time on the due date). 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. Unannounced quizzes will be sporadically given at the beginning of class. No questions will be repeated for those who arrive late, and no quizzes will be made up.
5. Teaching labs will either be live coded or videotaped. If your lesson is to be videotaped, it is your responsibility to ensure you have an operable camera. If camera malfunction occurs, it is your responsibility to make arrangements to teach and videotape the lesson again. Teaching videos MUST be unedited from beginning to end of lesson (i.e., you should not stop/restart during a teaching episode). *Note: You will learn that an effective teacher is judged by the success/learning of the students, therefore be sure not only the teacher, but especially the students, are in view when videotaping. Also, keep the observer in mind; slow camera movements, reasonable distance maintaining sound, zoom sparingly.*
6. Students will not be permitted to teach without a lesson plan (no LP = no teaching = absence).
7. Be prompt and be prepared to start your lesson as soon as students arrive (field experiences).

# Professionalism

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 present 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, 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.

Professional Behaviors Expected:

1. Participate enthusiastically.
2. Be prepared for classes and activities.
3. Be on time.
4. Dress appropriately for active participation.

Inappropriate dress includes: Hats, trash t-shirts, tank tops, half shirts, cut-off shorts or shirts, sandals, boots, jeans, visible tattoos and piercings, jewelry.

Turn off cell phones and other electronic devices (laptops are permitted) before entering class.

Refrain from eating, drinking, and chewing gum or tobacco in class.

# Academic Honesty Policy:

All portions of the Auburn University student academic honesty code (Title XII) found in the Auburn University Student Policy eHandbook www.auburn.edu/studentpolicies will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

# Disability Accommodations:

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Please note that accommodations are not retroactive. Accommodations begin after: (1) a meeting with the Office of Accessibility to determine appropriate accommodations; and (2) a meeting with the Instructor arranged by the student.