Course Syllabus: KINE 3210

**Instructor**

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

**Lecture/Lab**

Lectures and labs are scheduled from 12 – 12.50 daily

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 planning and teaching various sport skills in school settings. Students will actively participate in a number of sport learning segments. In addition, the course will introduce students to the Sport Education model, and will involve them as leaders in a Sport Education season in a local school.

**Course Organization**

The course is organized around two major themes. These are (1) teaching manipulative skills, and (2) Sport Education. Both themes will have a lecture and lab component.

*Manipulative skills*

* lectures on planning learning segments to teach skills
* participation in sample lessons that demonstrate effective instruction

*Sport Education*

* lectures and participation relating to Sport Education
* leading a Sport Education season for students in an elementary school

**Assessment**

*Planning tasks for a specific manipulative skill learning segment – 70%*

* Students will create a planning dossier for a learning segment of their choice.
* Within the dossier, individual components will include the following:
  + Writing the central focus statement
  + Learning task progressions and justifications
  + Identifying examples of language function including vocabulary terms, literal and figurative cues, syntax examples and discourse examples
  + Assessment tools to measure student competencies
* There will be other non-graded formative assignments presented. While these do not count for your final grade, failure to submit these will result in a 2 point deduction.

*Instructional evaluation of teaching – 15%*

* Students will complete tasks in which they are asked to identify effective examples of a number of teaching competencies, including:
  + Positive learning environment, safe learning environment, effective uses of routines, tasks that develop competencies, the linking of skill and knowledge, active monitoring, asking questions, individual feedback, student provided feedback, differentiated learning tasks and self and partner task analysis

*Sport Education – 15%*

* Students will complete knowledge quizzes on the key features of Sport Education
* Students will contribute to the effective conduct of a Sport Education season in a local school

**Schedule**

|  | **MON** | **TUE** | **WED** | **THU** |
| --- | --- | --- | --- | --- |
| **AUG** | 19 Course intro | 20 edTPA outline | 21 Handball lesson | 22 Handball lesson |
|  | 26 Handball video | 27 Handball video | 28 Handball lesson | 29 Handball lesson |
| **SEP** | **2 Labor day** | 3 Handball planning | 4 Handball planning | 5 Handball assessment |
|  | 9 Hockey lesson | 10 Hockey lesson | 11 Hockey lesson | 12 Hockey lesson |
|  | 16 Hockey planning | 17 Hockey planning | 18 Hockey planning | 19 Hockey assessment |
|  | 23 Sport Education | 24 Sport Education | 25 Sport Education | 26 Sport Education |
| **OCT** | 30 Sport Education Pick | 1 Sport Education Pick | 2 Sport Education Pick | 3  Sport Education Pick |
|  | 7 Sport Education Pick | 8 Sport Education Pick | 9 Sport Education Pick | **10 Fall break** |
|  | 14 Sport Education Pick | 15 Sport Education Pick | 16 Sport Education Pick | 17 Sport Education Pick |
|  | 21 Sport Education Pick | 22 Sport Education Pick | 23 Sport Education Pick | 24 Sport Education Pick |
|  | 28 Frisbee planning | 29 Frisbee planning | 30 Frisbee planning | 31 Frisbee planning |
| **NOV** | 4 Frisbee teaching | 5 Frisbee teaching | 6 Frisbee teaching | 7 Frisbee teaching |
|  | 11 Punting planning | 12 Punting planning | 13 Punting teaching | 14 Punting teaching |
|  | 18 Pickleball | 19 Pickleball | 20 Pickleball | 21 Pickleball |
|  | 25 TG | 26 TG | 27 TG | 28 TG |
| **DEC** | 2 Writing | 3 Writing | 4 Writing | 5 Writing |

**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.