Fall 2022 - Skills and Concepts of Sport

(KINE-3210-001)

**Instructor**

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

**Course Description**

This course has been designed to help students have a greater understanding of planning and teaching various sports skills in school settings. Students will actively participate in some sport learning segments. In addition, the course will introduce students to the Sport Education model.

**Lecture/Lab**

The course will be delivered by a combination of lectures and labs. Lectures will be held in the Student Activities Center (room 247). Labs will be on campus at sites to be announced, or in local schools.

**Schedule**

The course will be conducted in 4 blocks.

Block 1: Elements of learning segments (how to plan and design assessments for short segments of PE instruction) - 40%

Tchoukball

* Tchoukball video
* Tchoukball highlights:[https://www.youtube.com/watch?v=D0VWFK8PGWQLinks to an external site.](https://www.youtube.com/watch?v=D0VWFK8PGWQ" \t "_blank)
* Handball rules video
* Handball full match:[https://www.youtube.com/watch?v=7x0xwegHBG8Links to an external site.](https://www.youtube.com/watch?v=7x0xwegHBG8" \t "_blank)hooting drills:[https://www.youtube.com/watch?v=dFqxvnYEDyU,Links to an external site.](https://www.youtube.com/watch?v=dFqxvnYEDyU,)[https://www.youtube.com/watch?v=cFKuOfRmWUALinks to an external site.](https://www.youtube.com/watch?v=cFKuOfRmWUA)

**Pickleball**

How to play pickleball

* Pickleball highlights

**Badminton**

* [https://www.youtube.com/watch?v=osy9gzb7xOsLinks to an external site.](https://www.youtube.com/watch?v=osy9gzb7xOs)

Block 2: Learning Sport Education - 15%

Block 3: Teaching Sport Education - 20%

Block 4: Teaching games and sports in middle school settings - 25%

**Assessment**

***Module 1.***

*1. Planning tasks for a specific manipulative skill learning segment – 20%*

* 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
  + Assessment tools to measure student competencies

*2. Content maps - 20%*

* Students will design 4 x content maps covering the sport skills learned in this module - 4 x 5%

***Module 2.***

Students will complete knowledge quizzes on the key features of Sport Education - 15%

***Module 3.***

* Students will be part of a Sport Education in an elementary school. Responsibilities include assisting in instruction, helping children learn officiating roles, participating in the culminating event, and the preparation of an advocacy poster - 5%
* Students will complete a reflective log which contains issues of critical incidents that occur during daily instruction - 15%

***Module 4.***

* Students will participate in teaching and learning games skills in a junior high school.  Teacher performance and professionalism will be assessed - 20%
* Students will complete an essay in response to a pre-set statement, using evidence from school experiences (their own reflections, teachers' comments, students' responses, and comments.

**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 another 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.

**COVID-19 decision tree:**

Click on [this link](https://auburn.instructure.com/courses/1426934/files/203328019?wrap=1)[Download this link](https://auburn.instructure.com/courses/1426934/files/203328019/download?download_frd=1) for the COE COVID decision tree.