

INTRODUCTION TO HEALTH AND HUMAN PERFORMANCE (KINE 2800)

Instructor:	Jared A. Russell, Ph.D.
Meeting Times:	Tues./Thur. 11 – 12:15 am
Meeting Place:	Memorial Coliseum Rm. 1081
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E-mail Address:	russej3@auburn.edu
Office Hours:	Thursday: 10 – 10:45am Tues./Thurs.: 12:30 – 1:30pm & by appointment
Credit Hours:	3 semester hours (Lecture 3)
Pre-requisites:	None
Co-requisites:	None
Date Syllabus Prepared:	December 2004
Date Syllabus Reviewed and Updated:	January 2007

REQUIRED TEXTBOOK:

Rink, J. (2004). *Teaching physical education for learning* (5th ed.). New York, NY: McGraw-Hill.

COURSE DESCRIPTION:

Review of people, history and programs that have led to the current status of physical education, exercise science and health promotion. A significant portion of this course will involve on-line content review including assignments and readings. Course instructional topics will include (but are not limited to):

1. History of physical education and wellness in America [**Block 1; Two weeks**]
2. Nature of being a physical education teacher [**Block 2; Three weeks**]
3. Student educational issues [**Block 3; Two weeks**]
4. Multicultural issues: [**Block 4; Two weeks**] D
 - a. Ethnicity
 - b. Gender
 - c. Affinity/sexual orientation
 - d. Socio-economic class
 - e. Disability
5. Curriculum Issues [**Block 5; Four weeks**]
6. Pedagogical and socialization issues [**Block 6; One week**]
7. Research and Technology in physical education [**Block 7; One week**] T

COURSE INSTRUCTIONAL OBJECTIVES: The student will:

1. Identify significant trends in physical education, exercise science and health promotion and place them in their historical perspective. [(1) (a) 1.i]
2. Identify specific individuals, communities, and organizations and their contributions to the field of physical education, exercise science and health promotion.
3. Examine issues of diversity and multiculturalism as they apply to the physical education, exercise science, and health classroom setting. [D]
4. Examine the role of sport, physical education, health and exercise science in the twentieth century society, with particular emphasis on current issues.
5. Identify the effects of participation in physical education programs. [(1) (a) 1.ii]
6. Identify some concepts of sport, physical education and health such as those related to the physiological, sociological, psychological, and philosophical aspects.
7. Examine the role of technology in the teaching of physical education, health and exercise science in the contemporary classroom. [T]
8. Examine the role and benefits of in-service education and membership in professional organizations.
9. Identify the impact of international changes on the content of physical education programs. [(1) (a) 1.iii]
10. Identify the impact of scholarly research on the pedagogical practices, theories, and strategies utilized in the contemporary health, physical education, and exercise science classroom.

Objectives that reflect the college's commitments to diversity and technology are coded as "D" and "T," respectively.

ATTENDANCE POLICY:

No attendance policy will be in effect for this course.

GRADING SCALE:

The grading scale for this course is as follows:

A = 92 -100

B = 91 – 80

C = 79 – 70

D = 69 – 60

F = 59 pts and lower

ASSIGNMENTS:

Syllabus Reply Assignment	1%
Miscellaneous Assignments	4% (2 assignments)
Critical Reading Assignments(6)	30% (5 points each)
Chapter Quiz #1 - #13(13)	<u>65 (5 % each)</u>

100% of total possible final grade

Assignment rubrics and detailed descriptions of each assignment will be provided in a timely manner prior to due dates. All submitted work should be typed and neatly arranged. Cite all sources that are not your original thinking for your work (see APA 5th edition). This format typically includes beginning each citation at the end of your work with the last name of the author(s), followed by copyright date, title of article, name of journal (or book), and volume, issue, and page range for journal articles.

LATE/REMEDIAL WORK:

No late assignments will be accepted outside of extreme circumstances noted by the professor. Please carefully adhere to established assignment deadlines. In such a case the professor will have the discretion of lowering the assignment **Five (5)** points for each day that it is late.

PROFESSIONALISM: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

STUDENT 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 alternative 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 at 1244 Haley Center, 844-2096 (V/TT).

HONESTY CODE: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

UNANNOUNCED QUIZZES: There will be no unannounced quizzes.

Course Outline:

Week 1: Introduction to course; Family Assessment of Physical Education Experiences; Personal Physical Activity Recall

Week 2: Teaching Physical Education: An Orientation

Week 3: Factors that Influence Learning

Week 4: Research on Teaching Physical Education

Week 5: Designing Learning Experiences and Tasks

Week 6: Task Presentation

Week 7: Content Analysis and Development

Week 8: Developing and Maintaining a Learning Environment

Week 9: Teacher Functions during Activity

Week 10: Teaching Strategies

Week 11: Student Motivation, Personal Growth, and Inclusion

Week 12: Planning for Quality Physical Education

Week 13: Assessment in the Instructional Process

Week 14: Content-Specific Pedagogy

Week 15: The Professional Teacher and the Continuous Learner

Week 16: Observation Techniques and Tools

The above content, schedule and procedures in this course are subject to minor amendments at the discretion of the instructor.