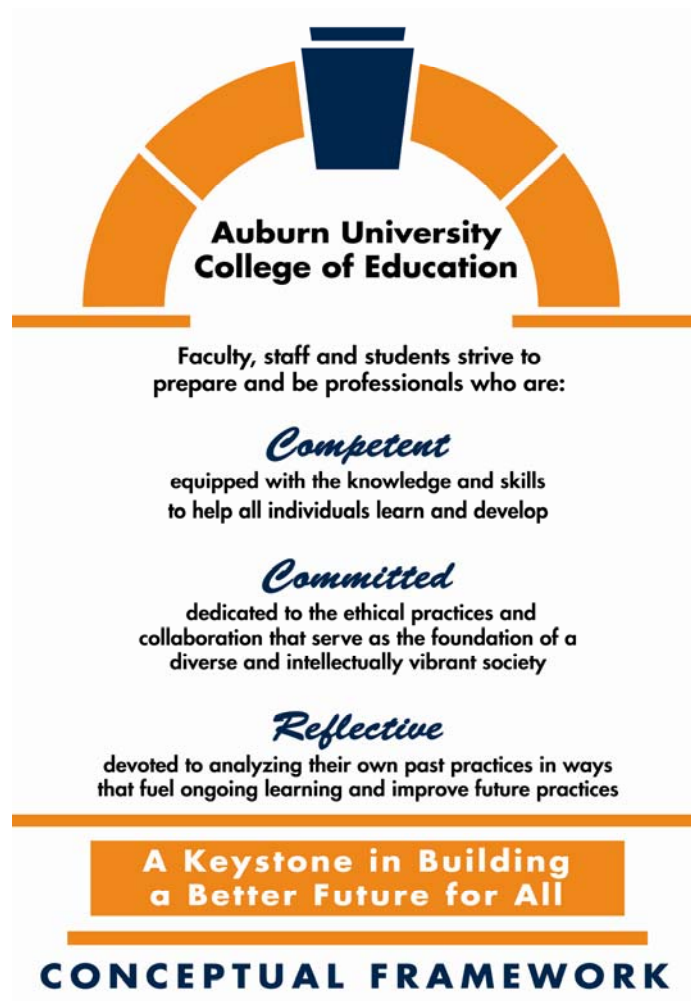


College of Education  
 Department of Kinesiology  
 KINE 3300  
 Instructional Strategies in Physical Education  
 Location of class: 2040 Memorial Coliseum  
<https://fp.auburn.edu/brocksj/3300>  
 Spring 2010

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Office Hours: Tues & Thurs 10:00-11:00am & 1:00-2:00pm



**1. Course Number:** KINE 3300

**Course Title:** Instructional Strategies in Physical Education

**Credit Hours:** 3 Semester Hours (Lecture 2, Lab 2)

**Prerequisites:** Admission to Teacher Education

**Corequisites:** none

**2. Date Syllabus Prepared:** January 2010

**3. Texts or Major Resources:**

Rink, J. E. (2006). Teaching physical education for learning (5<sup>th</sup> ed.). New York: McGraw-Hill.

**Recommended Resources**

PE Central

AAHPERD

PE Links 4U

Teach PE

\*Williams, N. (1992, 1994, or 1996). Hall of Shame. *Journal of Physical Education, Recreation and Dance*.

\*Hill, G. (2001). Should kids pick the team in K-12 PE? *Strategies*, 14(4).

(\*This is purposely not a complete reference. You are encouraged to browse through the journals.)

**4. Course Description:**

- This course is designed to help prepare students to teach physical education grades K-12. This course includes a study of managerial and instruction strategies appropriate for physical education, and also utilization of systematic observation instruments to provide feedback to students during field experiences. Students will spend a significant amount of time practicing effective teaching behaviors through peer teaching and teaching in a local school. Includes field experience.

**5. Course Objectives:**

As a result of this course students will:

- Critically analyze personal experiences and common misconceptions in physical education.
- Identify common problems of beginning teachers and implement strategies for improvement.
- Identify and demonstrate characteristics of effective teaching behaviors.
- Implement equitable and developmentally appropriate managerial/instructional strategies for teaching students in physical education.
- Utilize systematic observation instruments for measuring teaching and learning outcomes.
- Demonstrate a professional commitment to becoming an informed and dedicated physical educator.
- Demonstrate willingness and enthusiasm for teaching children.
- Demonstrate the ability to work effectively and productively as a part of a group.

**6. Course Content and Schedule:**

Week 1 –Course Introduction; An Orientation to Teaching Physical Education

Week 2 – Factors That Influence Learning

Week 3 – Research on Teaching in Physical Education

Week 4 – Task Presentation & Organizational Strategies

Week 5 – Systematic Observation; Effective Teaching Behaviors

Week 6 – Content Analysis & Development

Week 7 - Developing and Maintaining a Learning Environment  
 Week 8 – Peer Teaching; Midterm Examination  
 Week 9 – Field Experience Visit & Peer Teaching  
 Week 10 – Field Experience  
 Week 11 – Video I Presentations; Field Experience  
 Week 12 – Field Experience  
 Week 13 – Field Experience  
 Week 14 – Field Experience  
 Week 15 – Video II Presentations  
 Week 16 – Final Exam (Live Teaching Performance)

## 7. Course Requirements/Evaluation:

### Assessment

Unannounced Quizzes (no make-ups)	10%
<u>Teaching Labs/Lesson Plans/ Teaching Reflections</u>	20%
Midterm Examination	30%
<u>Student Video Presentation</u>	-Part I 5%
	-Part II 20%
<u>Final/Teaching Performance</u> (must pass at 70%)	15%

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.

### Grading Scale

93 -100 = A	(superior; substantially exceeds expectations)
86 - 92 = B	(better than average; does more than minimal requirements)
80 - 85 = C	(average; does only what is required)
70 - 79 = D	(below average; does not meet minimal Alabama state standards)
0 - 69 = F	(unacceptable)

## 8. Class Policy Statements:

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, or participating in any activity that is not strictly part of KINE 3300. 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/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

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, field experience, or any scheduled meeting), 1 letter grade will be deducted from your final grade. Absences are **ONLY EXCUSED IN SERIOUS EMERGENCIES** as determined by the professor's discretion. 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. **ALL**

DOCTOR/DENTIST/TRAINER 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. If you are not present, you do not have the opportunity to do this, nor do your classmates benefit from your experiences and ideas. Tardiness will result in the deduction of ½ a letter grade from your final course grade.

**\*2 instances of tardiness = 1 unexcused 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 advisable to check this periodically during the semester.*

#### Assignments & Quizzes:

- All assignments must be typed (unless otherwise noted).
- All assignments are due at the beginning of each class. 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 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.
- 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.
- 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.
- 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.*
- Students will not be permitted to teach without a lesson plan (no LP = no teaching = absence).
- Be prompt and be prepared to start your lesson as soon as students arrive (field experiences).

Accommodations: "Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours [or by appointment] the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096."

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 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

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, 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:

- Participate enthusiastically.
- Be prepared for classes and activities.
- Be on time.
- 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 pagers before entering class.
- Refrain from eating, drinking, and chewing gum or tobacco in class.

Teaching Performance Criteria:

1. Stopping/Starting protocols
2. Equipment management/protocols
3. \*Maximum participation
4. Use of student names
5. Organization
6. \*Maximum activity time-minimal instruction/management (*note differences in criteria #3 and #6*)
7. Back to the wall/Monitoring pattern, pace, view
8. Efficient demonstrations
9. Feedback (Performance & Motivational)
10. Appropriate questioning
11. Checking for understanding
12. 3 Voices
13. Positive Pinpointing
14. Challenges/refinements
15. Cross-group feedback using student name
16. Enthusiasm/urgency
17. Teachable moment
18. Guided discovery
19. Caring
20. Equity (*Must think on this one! Does not simply mean "equal" or gender-based.*)

