**Auburn University**

**College of Education**

**Department of Kinesiology**

**SPRING 2011**

**Course Number:** KINE 4350 (001)

**Course Title:** Teaching for Lifetime Activity

**Credit Hours:** 3 (LEC) semester hours

**Class:** 9:00-10:50 TR

**Instructor:** Todd E. Layne

**Email:** [tlayne@auburn.edu](mailto:tlayne@auburn.edu)

**Office:** 2079 Coliseum (mailbox Coliseum 2050)

**Phone:** 334-844-1497

**Office Hours:** TR 1:00-3:00

**Textbook:**

Physical Education for Lifelong Fitness: The Physical Best Teacher’s Guide.

**Assessment:**

Exams 30pts

Activity log 30

Teaching 15

Quizzes 15  
Reflections 10

Total 100pts

# Exam

-Students will complete a mid-term and final exam on all the content knowledge from the class text.

-The exam will mirror the Physical Best certification exam.

# Activity Log

# -For each activity completed during the semester, students will complete a 5 x 7 activity card. -All cards will be kept in an index card box.

*-*Card files will be submitted two times during the semester for grading.   
*-*Grading will be according to rubric.

# Teaching

-Each week, students will teach a lesson in a local school, using content learned in application classes earlier that week.

-Grading will be according to (i) professionalism, (ii) preparation, and (iii) delivery of your lesson.  
-Grading will be according to rubric.

***D. Quizzes***

-8 quizzes are scheduled covering course material. All questions will come from covered material in class.

-Other quizzes could be scheduled.

***E.******Reflections***

-Using blackboard (discussions), students will respond to questions asked by the instructor.

**Grading:**

A= 93-100pts

B=85-92

C=77-84

D=65-76

F=<65

**Schedule:** (Schedule subject to change)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Month** | **Date** | **Tuesday** | **Date** | **Thursday** |
| **Jan** | **11** | No Class-Weather | **13** | Course outline/ Intro to  Physical Best |
|  | **18** | Physical Activity Behavior and Motivation, Basic Training Principles, & Aerobic Fitness | **20** | *Activity Cards*/Visit Cary Woods |
|  | **25** | Aerobic Fitness/Elementary Applications/ **Quiz 1** | **27** | Teach Aerobic Fitness in class PACER Test |
| **Feb** | **1** | Teach PACER ***Cary Woods*** | **3** | Aerobic Fitness-fitness games |
|  | **8** | Pedometers/Pedometer Stations | **10** | Activities for Pedometers  /Pedometer stations ***CW*** |
|  | **15** | Flexibility -- key principles  /Aerobic Fitness Activities | **17** | Aerobic Fitness Activities |
|  | **22** | Flexibility – Part 2/**Quiz 2/**  Flexibility – Yoga | **24** | Teach Flexibility ***CW***- Yoga |
| **Mar** | **1** | Muscular Fitness –Part 1/ **Quiz 3/**  Muscular Strength Stations | **3** | Teach Muscular Strength ***CW*** – Stations/Review of Teaching/ **Activity Cards** |
|  | **8** | Muscular Fitness – Part 2/**Quiz 4** /Muscular Fitness Activities – 21/ Weight training lab 1 | **10** | No Class |
|  | **22** | Muscular Fitness – Part 3/**Quiz 5/** Teach Weightlifting Lab | **24** | **Midterm Exam** |
|  | **29** | Teach Muscular Endurance ***CW***/  Muscular endurance  – Scooter Soccer | **31** | AAHPERED Conference |
| **Apr** | **5** | Curr.Development for Health-Related Physical Fitness Education/**Quiz 6/** Muscular endurance—Stations | **7** | Body composition – Key principles/**Quiz 7**/Tests and measurement/ 4350 500 |
|  | **12** | Adventure education -- key principles/**Quiz 8/** Cooperative Games | **14** | Adventure education – Cooperative Games |
|  | **19** | Teach Cooperative Games ***CW*** | **21** | Assessing Health Related Physical Fitness/Course review/**Activity Cards** |
|  | **26** | **Final Test** |  |  |

**Attendance/Tardiness Policy:**

You should treat this class like a job (i.e., a job that you want to keep). Attendance in class and field experiences 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. Please note that ALL **tardies** during class or field experiences will result in a **5 point deduction** 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. 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 unexcused absence ~ *Please Be On Time!***

**\*Students missing three or more classes during the semester will receive a grade of FA, unless their final score is less than a C, in which case they will receive an F.**

*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).*

**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 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, t-shirts, 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**

1. Participate enthusiastically.
2. Be prepared for classes and activities.
3. Be on time.
4. Dress professionally and appropriately for active participation. ***For this class, that includes a collared shirt and dress pants/shorts.*** Tee shirts are not acceptable.
   1. Inappropriate dress includes: Hats, trash t-shirts, tank tops, half shirts, cut-off shorts or shirts, sandals, boots, jeans, visible tattoos and piercings, jewelry.
5. Turn off cell phones, mp3s, iPods, and all other electronic devices before entering class. All cell phone use (including texting) during class and field experiences is prohibited. Refrain from eating, drinking, and chewing gum or tobacco in class.
6. All students are expected to arrive to their schools at least 15 minutes before class time.
7. Students are expected to have their lesson work area set up before the children arrive.

**Other:**

***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 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.

***Syllabus statement of understanding and commitment***

I (print name here)……………………………………………. do hereby acknowledge that I have read this paper syllabus and understand all that is expected of me in this course.

I also understand completely the assessment tasks, the grading policy and the attendance policy.

I understand that this course involves significant commitment to be able to fulfill the requirements of the course.

Signed ……………………………………………………Date………………………….