



KINE 305– Philosophy of School Based Physical Education
Fall 2015 –Wednesday 4-6:50 PM

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Office Hours: Wednesdays 1:00 PM - 3:50 PM, Thursdays 4:00 PM - 5:50 PM.

Add/drop date (without special permission): September 4th

Final Experience: Wednesday December 16th

Course Overview:

This course is designed for prospective teachers of school-based (K-12) physical education. It introduces topics that will be further addressed in subsequent Physical Education Teacher Education (PETE) courses and is a prerequisite for KINE 410, 411 and 484. The course focuses on research-based and current information in the following areas:

- Quality K-12 physical education for all students: What, Why, Where, When, Who, and How?
- Being a positive role model as a teacher/coach
- National and State standards for physical education
- Effective teaching strategies
- Teacher socialization and professional development
- Teaching/coaching role conflict
- Curriculum models in physical education
- Virtues in K-12 education, personal and social responsibility
- Technology and social media tools
- Advocacy for QPE

This course should be the first PETE course taken by students who have selected the PETE major.

Required Texts:

- Popov, L. K. (2000) *The Virtues Project Educator's Guide* (also used in KINE 305)
- *National Standards and Grade Level Outcomes for Physical Education, SHAPE America, Human Kinetics* (also used in KINE 305)

Additional materials:

- KINE 305 Unplugged Manual, - available for free on Blackboard. Must be printed and bound. Also available from the PETE club.
- Articles and web-links for additional readings will be posted on Blackboard.

Course Objectives:

Each course objective is listed beside one of the six student-learning outcomes for the KINE department, and refers to what students should know and/or be able to do by the end of the semester.

STUDENT LEARNING OUTCOME	DESCRIPTION	KINE 305 COURSE OBJECTIVES By successfully completing this course students will be able to...	METHODS OF ASSESSMENT
Content Knowledge	Students will demonstrate knowledge and disciplinary concepts related to the field of Kinesiology.	<ul style="list-style-type: none"> • ... discuss historical and interesting facts about the development of QPE • ... describe a QPE program and the Diamond Conceptual Framework for QPE. • ... communicate the research-based reasons for QPE • ... describe the various factors that influence physical activity levels in youth (GAFL factors). • ... define a number of virtues (from the Virtues Project) that can be learned/practiced through physical education, and value how the display of these virtues can make for a productive, respectful and inclusive learning environment. • ... describe how physical activity and QPE affect academic learning and mental health. 	<ul style="list-style-type: none"> • Unplugged Manual • Virtues shield and presentation • Public Service Announcement
Communication	Students will apply knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity.	<ul style="list-style-type: none"> • ... communicate important research results related to QPE and academic learning to parents and administrators via an online video to advocate for QPE • ... communicate the importance of QPE briefly and succinctly to advocate for QPE in live situations • ... communicate engagement in a lesson through comments on READI rubric. 	<ul style="list-style-type: none"> • Public Service Announcement • Elevator Speech • Daily READY rubric.
Reflection and critical thinking	Students will demonstrate reflection and critical thinking in order to refine professional practice.	<ul style="list-style-type: none"> • ... analyze and express thoughts about critical aspects of their journey as future teachers through weekly reflection on readings and/or videos • ... critically analyze and reflect on their own health and fitness-related habits in order to commit to habits conducive to positive role-modeling. • ... reflect on the importance of being a physically active and fit role-model for their students. 	<ul style="list-style-type: none"> • Unplugged Manual
Programming and assessment	Students will demonstrate evidence-based knowledge and skills (and best practices) for assessing client/student needs and for designing, implementing and evaluating programs.	<ul style="list-style-type: none"> • ... express understanding of what QPE looks like • ... describe the Diamond Conceptual Framework for QPE and how it can be used as a guide for curriculum and program planning. • ... describe a variety of curriculum models in physical education. 	<ul style="list-style-type: none"> • Unplugged Manual
Professionalism and ethics	Students will demonstrate professional behaviors, including commitment to excellence, valuing diversity and collaboration, service to others, and techniques for lifelong learning.	<ul style="list-style-type: none"> • ... collaborate with peers to enhance the learning environment for all. • ... collaborate with colleagues in planning and organizing group tasks. • ... demonstrate a commitment to excellence by exhibiting behaviors and dispositions desired by future teachers during daily class participation. 	<ul style="list-style-type: none"> • Daily READY rubric
Value physical activity and fitness	Students will articulate a philosophy that physical activity programs are important to health and well being of individuals, and that physical activity can foster self-expression, development, and learning.	<ul style="list-style-type: none"> • ...express the value of physical activity seen through the benefits to body, mind and soul. 	<ul style="list-style-type: none"> • Unplugged Manual •

Course Evaluation:

Virtues shield and presentation, Brain Breaks, Advocacy, supportREALteachers Show & Tell, Elevator Speech, etc.	15%
Unplugged Manual	30%
Observations/Aiding, Reflection and Philosophy Paper	15%
Public Service Announcement for parents or administrators (video posted online), group presentation in class	15%
Daily professionalism/teacher disposition READI rubric You must obtain CAVE clearance by the deadline, if you don't, you cannot earn higher than "Almost READI" until you have fixed the problem.	25%
Total	100%

Grading System

93-100 % = A	83-86 % = B	73-76 % = C	60-66 % = D
90-92 % = A-	80-82 % = B-	70-72 % = C-	59 % and under = F
87-89 % = B+	77-79 % = C+	67-69 % = D+	

Please Note:

- PETE majors must earn at least a C- in this course in order to earn subject matter competence. You can graduate with a D, as long as your GPA is at least 2.0.
- Missing more than 3 class meetings will result in your final grade being lowered half a letter grade each for the 5th & 6th absences (with university accepted excuse make-ups are possible). Missing more than 4 class meetings will result in an F in the course (or possibly an Incomplete with a University Approved excuse).
- **CAVE clearance is required to complete this course. If you do not obtain CAVE clearance in time, you will need to retake the whole course.**

Overall Professionalism Expectations:

- You are READI for each class. You only have one freebie "sick day", use it when NEEDED.
- You complete **all assignments on time, and each represents your best effort.** (Assignments/tests cannot be made up without severe penalty unless you have a university-approved excuse and if at all possible have discussed the issue with me. Assignments are due at the start of class. **Late work grade deductions: In class late: 5%, same day late: 10%, 1 day: 20%, 2 days: 30%, 3 days 40%, 4 days 50%, etc.)**
- You read and follow the provided guidelines for all assignments.
- You treat your classmates, your professor, and guests with respect and professional courtesy, even outside of class. If you have "issues" you bring them to the appropriate person(s), and handle yourself in a professional manner.
- You arrive early and well prepared for teaching assignments and you don't leave until you have taken care of all your responsibilities.
- You do your fair share of the work when working with a partner or group on teaching tasks or other class assignments.
- You see me about problems with group members or partners, and help find solutions that can work for all involved.
- You take responsibility for your actions or lack thereof (including having all work backed up in case your computer crashes, your dog eats your paper etc.).
- You dress appropriately for class and teaching assignments.
- You read and follow the academic integrity information provided, and ask questions if you are unclear about ANYTHING.

Where can you find course assignment directions?

Virtues shield and presentation, Brain Breaks, Advocacy, supportREALteachers Show & Tell, Elevator Speech, etc. (15% of grade):

You will be given specific directions in class for each of these categories, and the READI rubric will be used to evaluate your work.

Unplugged Manual **(30% of grade):**

Directions and rubric can be found inside the Unplugged Manual on Blackboard. Please read and follow the directions for each week's entry. Manuals will be checked weekly in class, and feedback will be provided.

Observations/Aiding, Reflection and Philosophy Paper **(15% of grade):**

Directions and rubric can be found of Blackboard

Public Service Announcement for parents or administrators, group presentation in class **(15% of grade):**

Directions and rubric on Blackboard

Daily Professionalism: READI rubric **(25% of grade):**

The READI rubric will be used to evaluate your daily performance in class. You will receive a hard-copy for use in class, and a copy posted on Blackboard. Your hard work, professional behavior, and solid effort in this course are rewarded.

Assignment directions on Blackboard will be announced in class when ready to view.

Services for Students With Disabilities:

The policy of the CSU is to make its programs, services, and activities accessible to students, faculty, staff, and the general public who visit or attend a campus-sponsored event.

Americans with Disabilities Act: If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Disability Support Services (DSS) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. DSS will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. Disability Support Services is located in the Student Services Center 170, www.csuchico.edu/dss, 530-898-5959.

******* Academic Integrity*******

All work submitted in this course is expected to be that of the individual student. ***Any student involved in cheating or plagiarizing will be dismissed from, and receive an "F" for the course. Students who cheat will also be reported to CSUC Office of Student Judicial Affairs.***

Student Accountability

Plagiarism is a serious academic offense and will not be tolerated. If you use the work of others, fraternity files, the Internet or other sources you do so at your own peril. Your assignments in this course are INDIVIDUAL. Copying other students' journals or papers IS CHEATING!

What is "Plagiarism"? Definition: "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers." "Plagiarism" invites investigation and possible sanctions from the Office of Student Judicial Affairs.

All students are accountable to the California State University, Chico Policy on Academic Integrity, which can be viewed at <http://www.csuchico.edu/vpaa/integrity/index.html>. I advise all students to become intimately familiar with the University guides on how to avoid plagiarism (<http://www.csuchico.edu/sjd/integrity/Avoiding%20Plagiarism.pdf> and <http://www.csuchico.edu/sjd/integrity/cheating.pdf>) and how to avoid unauthorized collaboration (<http://www.csuchico.edu/sjd/integrity/Unauthorized%20Collaboration.pdf>).

As detailed in these policies, depending on the act(s) of cheating or plagiarism students will meet with the sanctions encouraged by the University: Disciplinary Probation, Suspension, Expulsion or Special Conditions. In addition, as noted in these policies, "a file of the student's record remains in the Office of Student Judicial Affairs and could jeopardize future opportunities such as employment or entrance into a graduate program."

Students should also develop familiarity with the *Student Code of Conduct*, which can be viewed at <http://www.csuchico.edu/sjd/policies/970.pdf>, and the *Policy on Use of Computing and Communications Technology*, which can be viewed at <http://www.csuchico.edu/computing/netpolicy.html> and http://www.csuchico.edu/prs/EMs/EM97/em97_18.htm.