



KINE 410 Syllabus – Fall 2015

“Developmentally Appropriate Physical Education for Middle School Students”

Department of Kinesiology, CSU-Chico



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Class Time: T/Th 9-10:50am

Class Location: Yolo 109/112

Office Hours: T/Th 11-12:30; Wed. 12-2

Course Description:

Students will learn about developmentally appropriate physical education for students in middle school (grades 6, 7, and 8) as recommended by the California Physical Education Content Standards (2005) and the National Association of Sport and Physical Education (2013). Strategies for developing and implementing developmentally appropriate physical education in middle schools will include: learning about the Sport Ed and Tactical Games (TGFU) curriculum models; creating developmentally appropriate middle school lesson plans, block and unit plans; performing selected motor skills/concepts; demonstrating social and personal development skills; and reflecting and analyzing peer and self teaching episodes and providing appropriate feedback. Students will learn these important aspects of physical education programming through a variety of physical activities.

Required Texts:

1. Siedentop, D., Hastie, P., & Van der Mars, H. (2011). *Complete guide to sport education (2nd edition)*. Champaign, IL: Human Kinetics. ISBN-13: 9780736098380
2. Mitchell, S., Oslin, J., & Griffin, L. L. (2013). *Teaching sport concepts and skills (3rd edition)*. Champaign, IL: Human Kinetics. ISBN-13: 9781450411226

Recommended:

1. SPARK: Physical Education. Middle School (Grades 6-8)
2. Fronske, H. (2005). *Teaching cues for sport skills for secondary school students*. San Francisco: Benjamin Cummings.
3. Himberg, C., Hutchinson, G., & Rousell, J. (2001). *Teaching secondary physical education*. Champaign, IL: Human Kinetics.

Other Requirements:

- CAVE Clearance – see <http://www.aschico.com/cave>
- Micro sd memory card (16 GB) to record your teaching experiences
- CPR/First Aid Certification (website) – must show cert card by end of semester **Note: You must have First Aid and CPR certification in order to receive a grade in this course.** Note: KINE 101 Safety Instruction Physical Ed is offered this semester. Other possible organizations to obtain this certification include American Red Cross, CPR Savers Training, CARD, Medic First Aid, Butte College, Enloe, and First Responder. I have found that Chico Lifeline is the most affordable and convenient for scheduling. You can sign up at <http://www.lifelinechico.com/>. Also check out the WREC; they frequently offer classes: <http://www.aschico.com/wrec/safetyclasses>

Attendance and Late Policy:

Attendance is required and graded (*see Daily Ready Rubric*). If you miss any part of class, it is your responsibility to obtain all lecture notes, assignment sheets, announcements, etc. from Blackboard Learn (1st option), a classmate (2nd option), or me (3rd option).

Assignments & Exams:

Assignments must be typed, double-spaced, stapled, and submitted with a professional appearance at the beginning of the class period they are due. Assignments submitted after the beginning of class or after the due date will be accepted and graded, however, the penalty is a 1-letter grade deduction per class day the assignment is late (e.g. an “B+” paper submitted on Wednesday that was due the previous Tuesday would be reduced to a “C+”). There are no exam makeups unless you had a documented medical emergency or celebrate a religious holiday recognized by CSUC.

Course Objectives:

Each course objective is listed beside one of the 6 Kinesiology departmental student-learning outcomes and refers to what students should know and/or be able to do by the end of the semester.

STUDENT LEARNING OUTCOME	DESCRIPTION	PERTINENT KINE 410 COURSE OBJECTIVES	METHOD OF ASSESSMENT
Content Knowledge	Students will demonstrate knowledge and disciplinary concepts related to the field of Kinesiology.	<ul style="list-style-type: none"> ▶ <i>Understand the general characteristics of adolescent behavior and puberty as they relate to teaching physical education</i> ▶ <i>Understand how to implement a developmentally appropriate physical education curriculum for a diverse population of middle school students</i> 	<ul style="list-style-type: none"> *Quizzes *Exit slips *Microteaching *Lesson plans *Block plan *Unit plan
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"> ▶ <i>Demonstrate effective methods of verbal (e.g. instruction and feedback) and nonverbal (e.g. demonstration and body language) communication when peer teaching and teaching middle school students</i> 	<ul style="list-style-type: none"> *Movement labs *Microteaching *Peer teaching
Reflection and critical thinking	Students will demonstrate reflection and critical thinking in order to refine professional practice.	<ul style="list-style-type: none"> ▶ <i>Critically assess and reflect upon both peer teaching in labs and teaching in public and private schools, which will be videotaped and reviewed</i> 	<ul style="list-style-type: none"> *Reflection paper *Class discussion *In-class DVD Review
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"> ▶ <i>Demonstrate awareness of designing appropriate activities for middle school students with special needs such as physical, emotional, psychological, mental, or other developmental delays/disabilities</i> ▶ <i>Demonstrate use of selected methods of authentic assessment in evaluating middle school students in the cognitive (knowledge), affective (attitudes), and psychomotor (motor skill and sport performance) domains</i> ▶ <i>Create a clear and concise lesson plan, block plan, and unit plan that addresses the California (2005) and NASPE (2013) standards.</i> 	<ul style="list-style-type: none"> *Microteaching *Peer teaching *Lesson plans *Block plan *Unit plan *Class discussion *Quizzes
Professionalism and ethics	Students will demonstrate professional behaviors, including commitment to excellence, valuing diversity	<ul style="list-style-type: none"> ▶ <i>Display professional behavior and wear appropriate attire during peer teaching in labs and microteaching in public and private schools</i> ▶ <i>Maintain a high degree of professionalism during</i> 	<ul style="list-style-type: none"> *Microteaching *Peer teaching *Class discussion * Daily

	and collaboration, service to others, and techniques for lifelong learning.	<i>class (e.g. arrive on time, turn off cell phone, contribute to discussion, participate in group projects)</i> ▶ <i>Demonstrate understanding of selected social psychological concepts</i>	professionalism *Daily attendance reports
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.	▶ <i>Develop and improve personal performance, knowledge about, and appreciation for variety of physical activities.</i> ▶ <i>Understand why the mission of physical education is to promote lifetime physical activity</i>	*Quizzes *Task sheets *Role cards *Class discussion

Note: Friday September 5th is the last day to add or drop this course without special permission.

Websites for Review:

www.pecentral.org

www.aahperd.org & www.cahperd.org

www.supportrealteachers.org

www.naspeinfo.org

<http://www.cde.ca.gov/re/pn/fd/documents/pestandards.pdf> (California State PE Standards)

Evaluation

Course evaluation will be discussed the first day of class. Points will be assigned for the completion of quizzes, tasks, and micro- teaching. A day by day schedule will be distributed by the second week of class. Reading assignments “are expected to be completed prior to class” to maximize class discussion. Due dates for outside assignments will be designed so that students have ample time for completion. **Students must be present for each written quiz! Make-up quizzes will not be permitted! Points will be deducted for late assignments! Students must be present for each micro-lesson and make-ups will not be permitted! Roll will be taken each day! I expect you to attend class each day-please be on time and don’t leave early! Finally, plagiarism will result in one failing this course (see University standards online or in the catalog).**

Course Evaluation:

- | | |
|---|-------|
| 1. Lesson Plans | = 15% |
| 2. Microteaching in Schools | = 20% |
| 3. Partnered Peer Teachings & Reflections | = 20% |
| 4. Block plan/Unit Plan | = 15% |
| 5. Quizzes | = 20% |
| 6. Daily Professionalism (ready rubric) | = 10% |
| | 100 |

Lesson Plans - Lesson plans provide the opportunity for the student to incorporate the aspects of effective teaching in a written plan before teaching.

Evaluation Reports - Self and peer evaluation reports provide the opportunity to reflect on your own teaching and that of your classmates with respect to the effective teaching criteria under study. They tend to document not only your ability to “look at” your own teaching, but also your understanding of the teaching content.

Quizzes- Provide the opportunity for me to understand the clarity of my teaching and you to assess your learning on an on-going basis.

Teaching Experiences – These experiences provide you the opportunity to “try out” or apply in controlled and safe situations the teaching skills you are developing. Teaching experiences will be evaluated from live observation and video.

Daily Application Tasks - Students will demonstrate understanding of concepts and issues in secondary physical education through a variety daily application tasks. Information on each task will be provided in class.

Grading System

A	>94%	A-	90-93%
B+	87-89%	B	84-86%
B-	80-83%	C+	77-79%
C	74-76%	C-	70-73%
D	67-69%	D	65-66%
F	0-64%		

Professionalism Criteria:

- Be prepared for unannounced quizzes. This means always being prepared for class.
- Be on time for each class. Contribute to class discussions and group projects.
- Complete all assignments according to the guidelines and submit on time.
- Treat your classmates, your professor, and guests with respect and professional courtesy, even outside of class. This includes using appropriate language, turning **OFF** cell phones, etc.
- Arrive early and well prepared for teaching assignments and don't leave until you have taken care of all your responsibilities.
- Do your share of the work when working in a group on teaching tasks or other class assignments.
- Take responsibility for your actions or lack thereof (e.g. back up saved work on flash drive, set 2 wake-up alarms).
- Dress appropriately for teaching assignments.

Portable Electronic Devices

Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, computers and iPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Thank you for your cooperation.

Student Expectations:

Although I do my utmost to provide you with valuable knowledge and experiences, little can be gained unless you are making a concerted and noticeable effort to be a responsible, self-motivated, and active learner. In an effort to guide the goals of responsibility, motivation and participation, we will discuss the following expectations in an early class session:

1. Be here. This class is largely interactive and participatory. These types of experiences cannot be made up. You should plan to attend every class, to be on time, and to dress appropriately for participation in physical activity.
2. Participate with effort. This asks that you are prepared and that you put forth a solid and consistent effort in class. This includes giving input and feedback during discussions and group activities as well as producing college level work. Do what you have to do to be ready.
3. Take initiative for yourself. Most of your learning will be the result of your own initiative, not my prodding nor the rewards (or threats) of grades. You alone must be responsible for creating value for yourself in this course. How well you do will be, in a large part, the result of how well you are able to carry on without direct supervision. Taking initiative means asking questions when material, concepts, or expectations are not clear (it is OK not to know, but it is not OK to continue not knowing).

Other information:

1. In the case of an unavoidable absence the instructor must be notified prior to the missed class.
2. Be prepared for activity every day. Wear clothes that will be appropriate for both teaching and participation in sports activities. Note that occasionally classes will be outside so bring water, sun protection and sunglasses.
3. Quizzes can be made up, but only with an OK from the instructor. Requests will be considered for a make-up quiz, **BUT ONLY IF** you make your request before the quiz that you'll need to miss and if you can take the make-up before the next class.
4. Peer teaching and school-teaching experiences cannot be made up.
5. Hand in written assignments on time (i.e., self-evaluation reports, lesson plans). There is a late penalty: assignments will be reduced a letter grade for each day late. Lesson plans must be checked by instructor(s) before teaching. If you do not have a lesson plan you will not teach.
6. You will need to purchase **3 mini-dvd discs (8 cm)** for the teaching assignments. You'll use the discs to record your teaching in the required teaching experiences.

*******STUDENT ACCOUNTABILITY, PLAGIARISM AND CHEATING POLICY*******

All work submitted in this course is expected to be that of the student or students assigned as a project work group are to be appropriately documented according to APA format recognizing the source of the material. Any formal written assignments may be required to be submitted to **Turnitin** (details will be provided by the instructor). Two key principles for this course – 1) do your own work and 2) cite references properly. If you have any questions, please contact me. ***Any student involved in cheating on exams or assigned projects either individually or in group work in this course may result in an automatic dismissal from and "F" for the course.***

Student Accountability

Plagiarism is a serious academic offense and will not be tolerated. If you consult the work of others, fraternity files, the Internet or other sources you do so at your own peril. If you care to work on class assignments with

another student(s) you must obtain my permission. WORKING WITH OTHERS ON HOMEWORK REQUIRES A VALID REASON AND MY CONSENT! IF YOU DO SO WITHOUT MY CONSENT IT 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.

Academic Integrity

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>).

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 Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

KINE 410 – Developmentally Appropriate Middle School Physical Education

Name:	I participate regularly in these sports/physical activities:
READY! (5 points)	
Throughout the whole class period, or when appropriate...	
R - Respect	<p>You demonstrated RESPECT for the learning environment by:</p> <ul style="list-style-type: none"> ⇒ paying attention and following directions ⇒ using positive verbal and non-verbal (body) language ⇒ using active listening when the teacher or peers addressed you or the group ⇒ dressing appropriately for class ⇒ treating your peers with kindness ⇒ Cell phone was OFF during class
E - Engagement	<p>You demonstrated that you were ENGAGED in your own education by:</p> <ul style="list-style-type: none"> ⇒ having completed any readings or assignments due today ⇒ asking questions if you were unclear about anything ⇒ participating in class and group discussions.
A - Acceptance	<p>You demonstrated ACCEPTANCE of others and yourself by:</p> <ul style="list-style-type: none"> ⇒ being willing to keep trying even when you struggled with learning the skills or concepts ⇒ encouraging and/or helping classmates when they struggled ⇒ using inclusive and appropriate language.
D - Diligence	<p>You demonstrated DILIGENCE by:</p> <ul style="list-style-type: none"> ⇒ working actively on all tasks ⇒ being self-directed and focused on self-improvement.
Y - Yes!	<p>You demonstrated a positive “YES” attitude toward the teacher, teaching assistants, the class and its content. Demonstrating a desire to become an effective, creative, and reflective teacher of quality physical education.</p>
Almost READY! (4 points)	
<p>So close! You met most of the READY criteria but you fell a little short in one category. -Or you were unable to participate in physical activities due to illness/injury (note needed), but demonstrated READY-ness for all alternative work.</p>	
Getting ready to be READY? (2-3 points)	
<p>You tried, but were not quite READY to learn today. You fell short in two or three R-E-A-D-Y categories.</p>	
Maybe next class? (0 points)	
<p>You were lacking in more than three of the READY categories, or you missed most or all of the Respect criteria. Your behavior was affecting the instructors and/or classmates in a negative way.</p>	