San José State University
Department of Kinesiology
KIN 173, Introduction to Teaching Physical Education, Fall 2016

Course and Contact Information

Instructor: Dr. David Daum
Office Location: SPX 113
Telephone: (408) 924-3019
Email: david.daum@sjsu.edu
Office Hours: T/TH 2:00pm-3:30pm
Class Days/Time: TH 4:00pm-7:50pm
Classroom: SPX 163; SPX 107B
Prerequisites: KIN 70, for major/minors only, instructor consent, or concurrent enrollment

Course Description
Introduce future physical educators to the teaching profession in today’s schools. Includes personal exploration, philosophy of teaching, ethics, standards for the teaching profession, legal and business aspects, current issues and trends, development of learning communities, and observation of effective teaching.

Course Goals

SJSU Department of Kinesiology Program Learning Objectives (PLO):

- Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
- Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
- Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.
- Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

Course Learning Outcomes (CLO) (Required)
The student will demonstrate:
1. an understanding of the standards for the teaching profession with regards to age, development, and gender appropriateness. (PLO 5)
2. an understanding of the legal and business aspects of teaching with regard to safety, supervision, and instruction. (PLO 2)
3. knowledge of current education codes and laws regulating education in California, specifically related to health, fitness, and physical education. (PLO 1)
4. ability to develop a professional portfolio to communicate their individual philosophies, abilities, and experiences with regard to teaching physical education based upon best practices. (PLO 2)
5. knowledge of different ways a physical education professional can be more aware the environmental factors while providing a strong physical education program. (PLO 4)
6. the ability to design an instruction phase to optimize movement competence for individual movement skills. (PLO 3)

Required Texts/Readings

Textbook


Other Readings

Library Liaison
Suzie Bahmanyar; suzie.bahmanyar@sjsu.edu

Course Requirements and Assignments

All assignments will be turned in electronically via the course Canvas site unless otherwise stated. Elaborated assignment descriptions will be posted on Canvas. It is most beneficial to you to follow all directions carefully to maximize your opportunity to receive the highest grade possible. It is each student's responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59pm of the due date unless otherwise stated. NO late assignments will be accepted unless prior arrangements have been made with the professor.

1. Online Discussions: There will be four discussions throughout the semester. These discussions will provide the opportunity to explore a variety of topics related to teaching elementary physical education. First, you will reply to a discussion prompt with a 300-word response. After that, you will provide two comments of 150 words each to your peers by providing feedback and/or comments.
2. Weekly In-class Assessments: During each class there will be an assessment based on assigned readings, activities completed in class, or other in-class projects. There will be 14 given; your top 12 scores will count towards your grade.
3. Teaching Philosophy: Each student is required to write a philosophy statement regarding their beliefs about physical education’s role in children’s lives. This short 1-2 page assignment should express your thoughts, feelings, viewpoints and any other relevant revelations about the role of physical education. Most importantly, include how you might approach teaching this subject matter to children and how important you believe the subject matter of physical education is to a child’s education. The purpose of this assignment is to examine your beliefs regarding physical education.
4. **Lesson Plan:** Each student will complete a lesson plan for a physical education lesson. The lesson plan will be due prior to the teaching dates. The lesson plan must be completed using the template on Canvas.

5. **Journal:** Each student will keep a journal documenting their observation of a minimum of 20 hours spread out over a minimum of eight (8) visits to a Physical Education class. Observations must take place at a UOC approved public school. The requirements of this portion of your grade include:
   a. Verification from the mentor teacher that a **MINIMUM** of 20 hours of observations were made via the hourly log sheet. This will be available on Canvas.
   b. A journal of daily reflections. These journals should be brought to class each meeting and will be checked periodically.
   c. Adherence to the Professional Expectations (see below).
   d. There will be specific topics/tasks for each observation you complete. A list of options and methods will be discussed in class and available on Canvas.
   e. Additional requirements and description will be posted on Canvas.

6. **Exams:** There will be two exams during the semester, a midterm and a final. The format of the exams will be discussed in class and cover all content discussed in class and from assigned readings.

7. **Extra Credit:** To be discussed in class and criteria posted on Canvas.

### Grading Information

At SJSU all grades are earned as either a base letter grade (i.e. B) or with a plus (i.e. B+) or minus (i.e. B-). To earn a plus on a letter grade the students will need to earn above the 7th percent in that grade category (i.e. 67%, 77%, etc.). To earn a minus on the letter grade the students will need to earn at or below the 3rd percent in that grade category (i.e. 63%, 73%, etc.).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94%-100%</td>
<td>329-350</td>
<td>Online Discussions (4)</td>
<td>40</td>
</tr>
<tr>
<td>A-</td>
<td>90%-93.9%</td>
<td>315-328</td>
<td>In-Class Assessments (12)</td>
<td>60</td>
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<tr>
<td>B+</td>
<td>87%-89.9%</td>
<td>305-315</td>
<td>Teaching Philosophy</td>
<td>50</td>
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<tr>
<td>B</td>
<td>84%-86.9%</td>
<td>294-304</td>
<td>Lesson Plan</td>
<td>50</td>
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<tr>
<td>B-</td>
<td>80%-83.9%</td>
<td>280-293</td>
<td>Journal</td>
<td>50</td>
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<tr>
<td>C+</td>
<td>77%-79.9%</td>
<td>270-279</td>
<td>Mid-Term Exam</td>
<td>50</td>
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<td>C</td>
<td>74%-76.9%</td>
<td>259-269</td>
<td>Final Exam</td>
<td>50</td>
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<tr>
<td>C-</td>
<td>70%-73.9%</td>
<td>245-258</td>
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<tr>
<td>D+</td>
<td>67%-69.9%</td>
<td>235-244</td>
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<tr>
<td>D</td>
<td>64%-66.9%</td>
<td>224-234</td>
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<tr>
<td>D-</td>
<td>60%-63.9%</td>
<td>210-223</td>
<td></td>
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<tr>
<td>F</td>
<td>Below 60%</td>
<td>0-209</td>
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</tbody>
</table>

### Classroom Protocol

1. Check Canvas regularly!
2. Come to class prepared by completing required readings and assignments.
3. Respect your teacher, classmates, and guests by not talking while they are and be an active participant in class activities.
4. Dress and act professionally! This is a teacher preparation course and you will be treated as such. Students are expected to act and dress accordingly in the classroom setting and especially when we are working with local schools. When we are on campus you should wear clothing you can move in, we will be physically active during class. If you are unable to physically perform what is asked of you please let me know!
5. Cell phones and other distractions (i.e. laptops, newspapers, and other recreational materials) should not be present during class unless otherwise stated.
6. If you have any questions or concerns email me, I will respond to your email within 48 hours.

**Professional Expectations and Dispositions:**

1. AT NO TIME shall the field experience student teach a full lesson. AT NO TIME shall the field experience student be unsupervised or responsible for the class being observed. Your role is to OBSERVE only, no teaching.
2. I will be professionally dressed every day in accordance with the school’s faculty/staff dress code.
3. I will work under the direct supervision of the mentor teacher.
4. I will seek advice from the mentor teacher and university faculty with any questions and concerns I may have with this field experience.
5. I will call my mentor teacher if for an emergency I am not able to be at the school site when expected. Documentation is necessary.
6. I will reflect on the lessons I observe every day and write an appropriate reflection after its completion.
8. I will be prompt and on time.
9. I will act and talk in a professional manner while at the on-site school.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/’
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Course Schedule

This is a tentative schedule, if any changes are made students will be made aware via email at least one week prior. Text italicized is the topics for the night, text underlined is when a reading is assigned, text in bold is when an assignment is due.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/25</td>
<td>Welcome, introductions, course overview, what is teaching?</td>
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<tr>
<td>2</td>
<td>9/1</td>
<td>Teaching and learning in PE, philosophy of teaching, Case 15</td>
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<tr>
<td>3</td>
<td>9/8</td>
<td>Teaching styles and learning styles; Readings on Canvas and Case 2, Teaching Philosophy</td>
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<tr>
<td>4</td>
<td>9/15</td>
<td>Grouping students, task presentation; Chapter 1; Discussion 1</td>
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<tr>
<td>5</td>
<td>9/22</td>
<td>Behaviors in physical education, Chapter 2 and Case 14</td>
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<tr>
<td>6</td>
<td>9/29</td>
<td>Objective writing, CA Physical Education Framework</td>
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<tr>
<td>7</td>
<td>10/6</td>
<td>Assessment in physical education, Chapter 5 and Case 3, Discussion 2</td>
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<tr>
<td>8</td>
<td>10/13</td>
<td>Lesson planning, Midterm Exam</td>
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<tr>
<td>9</td>
<td>10/20</td>
<td>Assessment in physical education, Chapter 5</td>
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<tr>
<td>10</td>
<td>10/27</td>
<td>Peer teaching night 1, Case 7, Lesson Plan</td>
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<tr>
<td>11</td>
<td>11/3</td>
<td>Peer teaching night 2, Case 1, Discussion 3</td>
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<tr>
<td>12</td>
<td>11/10</td>
<td>Peer teaching night 3, Case 4</td>
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<tr>
<td>13</td>
<td>11/17</td>
<td>Peer teaching night 4, Case 9</td>
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<tr>
<td>14</td>
<td>11/24</td>
<td>No Class: Fall Break</td>
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<tr>
<td>15</td>
<td>12/1</td>
<td>Peer teaching night 5, Case 6, Discussion 4</td>
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<tr>
<td>16</td>
<td>12/8</td>
<td>Current events in physical education, Readings on Canvas and Case 16, Journal</td>
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<tr>
<td>Final Exam</td>
<td>12/15</td>
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