

San Jose State University: Fall 2015

Department of Kinesiology

**KIN 173: Introduction to Teaching Physical Education
and Non-traditional Games**

M W, 12:30 – 2:20 p.m., SPX 163

Instructor Information:

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Office Hours: Monday and Wednesday 11:00am - 12:00pm & Tuesday 2-4pm or by appointment

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.

Prerequisites:

- KIN 70 for major/minors only or instructor consent or concurrent enrollment

Co-requisite: KIN 170B (section 1) *FALL 15 EXCEPTION

Program Learning Objectives (PLO's):

1. To obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the subdisciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation.
2. To effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology.
3. To apply scholarship and practice of different movement forms to enhance movement competence
4. To articulate sustainable approaches as they relate to kinesiology.
5. To articulate social justice and equity issues related to kinesiology for various populations.

Course/Student Learning Objectives (SLO's):

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)

Course Format:

The materials in this course will be lecture based.

Textbooks and Other Resources:

1. California Department of Education. (2009). *Physical education framework for California public schools: Kindergarten through grade twelve*. Sacramento, CA: CDE Press.
<http://www.cde.ca.gov/ci/cr/cf/documents/2009peframework.pdf>
2. Clements, R., & Meltzer-Rady, A. (2012). *Urban Physical Education: Instructional Practices and Cultural Activities*. Champaign, IL: Human Kinetics.

Evaluation:

The assigning of a final grade is dependent upon the following requirements. Any assignment not completed by the due date will result in receiving a zero (0) for the assignment in question.

- A. Quizzes (20%) - There will be several random (POP) quizzes on the materials covered in the readings throughout the semester. Some will be announced others will not. It is the responsibility of the student to be actively involved in their professional development and be prepared for the quizzes. (SLO's 1, 2, 5)
- B. Reflection (10%) –Based on your observations you will respond to 3 different assignments. (Format information will be provided.) (SLO 4)
- C. Personal Teaching Philosophy (10%) – This will be a more formal/official statement of your intents as a physical education professional. (Format information will be provided.) (SLO 4)

- D. Movement Instruction/Lesson Plan (30%) – The student will select a movement skill and design an instruction progression for the skill that includes considerations for individual student needs based upon best teaching practices. (Format information will be provided.) (SLO 6)
- E. Exams (30%) – There will be two exams over the course of the semester. There will be a Midterm and a Final. Each will constitute 15% of your overall grade. Reviews for each will be provided. (SLO's 1, 2, 3, 5)

Grading Scale:

Final grade will be assigned according to the following scale based on the total accumulated percentage points during the semester.

A+	= 97% +
A	= 96% - 94%
A -	= 93% - 90%
B+	= 89% - 87%
B	= 86% - 84%
B-	= 83% - 80%
C+	= 79% - 77%
C	= 76% - 74%
C-	= 73% - 70%
D+	= 69% - 67%
D	= 66% - 64%
D-	= 63% - 60%
F	= 59% and below

University Policies:

A. Americans with Disabilities Act

If you need course adaptations or accommodations because of disabilities, or if you need 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. Presidential Directive 97-03 requires that all students with disabilities register with DRC to establish a record of their disability. Students should contact the Disability Resource Center (DRC). ADM 110; 408-924-6000 (voice) or 408-924-5990 (TDD). You may access their policies and services via the internet at www.drc.sjsu.edu/policies/default.htm

B. Academic Integrity Policy

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University Academic Integrity Policy (So4-12) requires you to be honest in all your academic course work. All assignments must be originally created by the student and only for this course. Faculty members are required to report all infractions to the Office of Judicial Affairs. A grade of zero (0) will be assigned to the course materials in question. The policy on academic integrity can be found at:

<http://www2.sjsu.edu/senate/S04-12.htm> or http://www.sa/sjsu.edu/judicial_affairs

Date	Topic	Assignment
M, 8/24	Welcome and Introductions	
W, 8/26	The Active Teacher – The Learning Student	
M, 8/31	Teaching Philosophy	Personal Reflection
W 9/2	The Ecology of Teaching and Learning in Physical Education	Quiz
W, 9/9	Observations- placements and expectations	
M, 9/14	Curriculum Concepts and Planning Principles	Personal Philosophy
W, 9/16	Main Theme Curriculum Formats	
M, 9/21	Main Theme Curriculum Formats (cont.)	
W, 9/23	Learning Objectives and CA Physical Education Frameworks	
M, 9/28	Resumes and Portfolios	
W, 9/30	Designing Task Progressions to Achieve Learning	Quiz
M, 10/5	Developing a Community of Learners (Equity Pedagogy Section) Strategies for Inclusion	
W, 10/7	Midterm Review	
M, 10/12	Midterm	Midterm

W, 10/14	Return Midterm and Movement Instruction	
M, 10/19	Movement Instruction Work-Day	
W, 10/21	Movement Instruction Work-Day	
M, 10/26	Movement Instruction Activity Day	Movement Instruction Assignment
W, 10/28	Movement Instruction Activity Day	Movement Instruction Assignment
M, 11/2	Meaningful Assessment for Significant Learning	
W, 11/4	Instruments for Assessing Teaching Effectiveness	
M, 11/9	Activity Day (using assessment instruments)	
W, 11/11	Legal Issues in Physical Education	
M, 11/16	Developing Units of Instruction	Quiz
W, 11/18	Instructional Formats	Portfolios
M, 11/23	Current Events Research	
M, 11/30	Current Events Debates/Discussions	
W, 12/2	Current Events Debates/Discussions	
M, 12/7	Extending the Physical Education Program	Review for the final