

California State University, Northridge
Department of Kinesiology
Spring 2008

KIN 320 and Lab Advanced Techniques in Team Sports

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Course Description:

This course is designed for upper division physical education majors who are prospective secondary physical education teachers. The primary focus will be to acquire the skills, knowledge, appreciation, and attitudes necessary for understanding, designing, and implementing effective secondary physical education programs specifically in the area of team sports.

Prerequisites:

Upper division standing.

Required Texts:

Himberg, C.; Hutchinson, G.; & Roussell, J. (2003). *Teaching Secondary PE: Preparing Adolescents to Be Active for Life*. Champaign, IL: Human Kinetics
Griffin, L., Mitchell, S. & Oslin, J. (2006) *Teaching Sport Concepts and Skills: A Tactical Games Approach (2nd ed.)*. Champaign, IL: Human Kinetics.
California K-12 Physical Education Standards (2005).
Department of Kinesiology Mission Goals and Objectives (Available on line)

Required Equipment:

Computer access (Access to CSUN email)
Appropriate clothing for participation and safety

Purpose/Rationale:

This course includes but is not limited to, the systematic study of teaching sport and games and student learning. Students are expected to demonstrate both skill and knowledge in the areas of performance, planning, implementing and evaluating the learning process, management of physical education classes, and demonstrate proficiency in applying these pedagogical skills in peer and field based teaching experience. Students will demonstrate an understanding of the required theoretical knowledge for successful teaching and learning experiences for secondary students. Students will complete a self-evaluation of their teaching using audio tape analysis and reflective writings. The practice of teaching skills, with peers on campus ("microteaching") and with students in local high

schools (under direct supervision of experienced teachers) field experience will take place during KIN 320.

Student Learning Outcomes:

In order to meet the goals for KIN 320 the course is designed to help students achieve the following objectives:

Each student will be able to:

1. Demonstrate an increased ability to communicate a philosophical base for secondary physical education programs through class discussions and written projects. 5
2. Develop and teach theoretical based sequential lesson plans for all secondary students that include instructional, managerial, motivational, assessment and safety considerations. 1,2, 6, 9
3. Demonstrate the ability to analyze a variety of trends, concepts, and issues in secondary physical education through class discussions and written tests. 1
4. Demonstrate knowledge and use of appropriate classroom management and motivational strategies during planning peer and field based teaching experiences. 5
5. Demonstrate the ability to use a variety of instructional approaches/strategies (e.g., Mosston teaching styles, skill prompts and cues and address a variety of learners' needs, and ability levels) during peer and field based teaching experiences. 4,5,8
6. Select and use appropriate sport skill and teaching progressions using cues to facilitate learning and stimulate student interest during peer and field based teaching experiences.
7. Analyze audio tapes of personal teaching performance using course criteria to develop a written report of strengths, weaknesses, and goals to improve performance. 3,6,9
8. Devise psychomotor, cognitive and affective (personal-social) objectives including appropriate action, condition and criterion during lab assignments, in class and external field experiences. 4,5,9
9. Develop a repertoire of developmentally appropriate activities, including a wide variety of movement experiences that allow for all students to successfully participate.2,4
10. Engage in an array of enjoyable, developmentally appropriate activities that combine activity with other learning. 2
11. Demonstrate proficiency in developing appropriate and authentic assessment designed to increase student responsibility for personal activity levels. 9
12. Demonstrate effective teaching strategies for management, instruction, and demonstrations and maximize practice trials.3
13. Develop teaching and learning experiences that reflect the personal nature of participation in lifelong physical activity. 2,4,8
14. Design and deliver inclusive physical activities that provide all students with opportunities to benefit from a secondary physical education program. 5,6

15. Effectively communicate, verbally and nonverbal ensuring equal treatment across all areas of classroom diversity in all teaching and learning environments. 5
16. Comprehend and apply concepts related to the development and promotion of a healthy lifestyle. 1,2
17. Successfully integrate theory into practice during planning and teaching. 1,2
18. Know the professional organizations that establish professional teaching and content standards through use of current web sites and implementation of current content standards. 7
19. Incorporate current CA content standards in to lesson plan development for both peer and field based teaching experiences. 7

Topical Outline

To achieve these objectives, the following teaching skills will be emphasized and assessed in a variety of peer and secondary teaching settings.

- Skill in providing effective academic feedback (e.g. specific, accurate, distribution among students, equitable, etc.)
- Skill in developing and implementing student accountability systems.
- Skill in planning optimal learning experiences.
- Skill in modifying activities to match students' skill levels.
- Skill in planning that allows for both success and challenge.
- Skill in evaluating the above teaching skills through direct observation.
- Skill in modifying activities, sports and games to reach specific instructional goals.
- Skill in reflecting upon teaching and student learning.
- Apply the CA Physical Education Standards (2005), and the NASPE Content and Beginning Teacher Standards.

Grading Procedures:

Below you will find a list of all the assignments and projects that make up the course and the accompanying percentage values, as well as the overall grading scale.

Percentage

Discipline Content: 40%

Quizzes and Exams

- TGFU
- Learning Environment
- Instructional Strategies

Application Experiences: 35%

Peer and Field Experiences

Personal Teaching Analysis

Objective and Lesson Plan Development (2)

Professional Reflections (Field and Peer Teaching)

Capstone Materials: 10%
Comprehensive Reflection

Participation/Attendance: 15%
Lecture
Lab
Peer Observations/Experiences

The following final grading scale will be used for lecture and lab:

A = 93-100%	B+ = 86-89%	C+ = 76-79%	D+ = 66-69%
A- = 90-92%	B = 83-85%	C = 73-75%	D = 63-65%
	B- = 80-82%	C- = 70-72%	D- = 60-62%
			F = 61% and below

STUDENT EXPECTATIONS/CLASS PARTICIPATION

In an effort to guide the goal of responsibility, motivation and participation, I offer the following as class operating guidelines:

- 1. Be here.** The class is largely interactive and participatory. These types of experiences cannot be made up. You should plan to attend every class and to be on time. *Under no circumstances can in-class work be made up, since it is related to your ongoing field experiences.*
- 2. Participate with effort.** This asks that you are prepared and put forth a solid and consistent effort in class. This includes giving input and feedback during lectures, discussions, by reading the text and in class handouts, and group work as well as producing college level work. Do what you have to do to be ready.
- 3. Take initiative for yourself.** Most learning will be the result of your own initiative, not the prodding of instructors or 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 supervisions. *Taking initiative means asking questions when material, concepts, or expectations are not clear (it is OK to not know, but not OK to continue not knowing).*
- 4. Help others.** The ultimate success and reward for each of you depends on your ability to help and support your classmates in their learning and in their attempts to be responsible for their own learning. It is the only thing that really counts in the long run. It includes creating a safe learning environment; that is, one in which the confidentiality of one another's sharing is respected, where complaints are directed only to someone (and received only by someone) who can do something about the situation, and where differences of opinion and healthy debate are prized. Sarcasm is to be left outside of the classroom and treating each other with respect is highly valued.

Profession Expectations:

1. All work must be completed and submitted at the beginning of class on the given due date. Late papers will **Not** be accepted. Extra-ordinary circumstances will be considered on an individual basis. Most cases will result in a point reduction will be administered to each late assignment.
2. Each student will arrive on time for every class and field based assignment fully prepared to participate, positively contribute, and open to developing new knowledge and understanding that will lead to a better understanding of teaching students at the secondary level.
3. Positively collaborate with your colleagues.
4. Absences are not expected, but in the case of an unexpected absence you must call the professor and leave a message *prior to class time*. All class materials will still be due on the assigned dates and peer and field experiences will not be made up and will result in zero points (no exceptions).
5. All writing projects are to be *typed* and saved on “disc”, double-spaced, and 12-point font.
6. Cheating and plagiarism will not be tolerated. University policy will be followed.