



**KINE4073 Secondary Kinesiology  
Summer 2019  
Department of Health and Kinesiology  
Whitlowe R. Green College of Education**

<b>Instructor:</b>	Ms. Trevia Cyrus
<b>Section # and CRN:</b>	P01 32342
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<b>Office Hours:</b>	Tuesday – Thursday 8:30 – 10:30 am
<b>Mode of Instruction:</b>	Face to Face
<b>Course Location:</b>	Juvenile Justice Building, Room 236
<b>Class Days &amp; Times:</b>	MTWR 3:30 – 5:50 pm
<b>Catalog Description:</b>	Scientific examination of current human movement concepts. Emphasis on curricular and evaluative concepts designed to assist the student in selecting, appraising, utilizing and analyzing movement related materials, resources, and instruments.
<b>Prerequisites:</b>	12 hours of advanced Human Performance/Kinesiology courses.
<b>Co-requisites:</b>	None
<b>Required Texts:</b>	Dynamic Physical Education for Secondary School Students, 8 <sup>th</sup> Ed. Darst, Pangrazi, Brusseau/Erwin. ISBN-13: 9780321934932
<b>Supplemental Texts:</b>	TEExES Preparation Manual: Physical Education EC-12, Texas Education Agency (158); TEExES Preparation Manual: Pedagogy and Professional Responsibilities EC-12, Texas Education Agency (160); National Standards & Grade-Level Outcomes for K-12 Physical Education. SHAPE America (2014). Human Kinetics. ISBN-13: 9781450496261

### **Program Student Learning Outcomes (SLOs)**

1. Graduates can communicate effectively in written, oral and verbal forms of expression.
2. Graduates can apply the physiological bases of human movement.
3. Graduates can demonstrate the ability of exercise testing and prescription to diverse populations at various developmental stages and under a range of health conditions.
4. Graduates can evaluate the scientific literature in the discipline, and understand and synthesize relevant information.
5. Graduates can demonstrate the ability of technologies to support inquiry and professional practice.

	<b>Upon successful completion of this course, students will be able to:</b>	<b>Program Learning Outcome # Alignment (SLOs)*</b>	<b>Core Curriculum Outcome Alignment</b>
1	Explain the importance of planning when preparing to teach.	SLO# 1	Communication, Critical thinking skills
2	Identify essential components of a quality physical education program.	SLO# 1	Communication, Critical thinking skills
3	Write measurable behavioral objectives.	SLO# 1	Communication, Critical thinking skills
4	Plan and teach a micro-lesson, using various resources, which includes writing objectives, choosing appropriate equipment/organization, teaching strategies and age appropriate content.	SLO# 1	Communication, Critical thinking skills
5	Describe and implement effective discipline strategies to minimize off-task behaviors.	SLO# 1	Communication
6	Use the reflective process to critique the micro-teaching performance.	SLO# 1	Communication, Critical thinking skills

\*The program learning outcomes identified in this table pertain to the objectives for this course. Other courses within the program cover additional learning outcomes (SLOs). Collectively, all courses within the program curriculum will ensure that candidates have achieved all 5 learning outcomes (SLOs).

<i>Governing Organizations</i>	<i>Alignment with Standards/Domains</i>
<b>TEXES Physical Education</b>	Domain I: Movement Skills and Knowledge Domain II: Health-Related Physical Fitness Domain III: The Physical Education Program Standards: Physical Education EC-12 II, IV & VI
<b>Pedagogy and Professional Responsibilities</b>	Domain I: Designing Instruction and Assessment to Promote Student Learning Domain II: Creating a Positive Productive Classroom Environment Domain III: Implementing Effective, Responsive Instruction and Assessment Domain IV: Fulfilling Professional Roles and Responsibilities Standards: PPR EC-12 III and IV Standards: Technology Applications I, II, III and IV
<b>SHAPE America</b>	Standards 1-5: Physical education K-12

## Major Course Requirements

### Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Exam	1	100 points
2) Quiz	1	50 points
3) Mid-Term Exam	1	100 points
4) Lesson Plan	1	100 points
5) Micro-Teaching Presentation	1	100 points
6) Reflective Assessment	1	50 points
7) Mini-Physical Education Curriculum Guide	1	150 points
8) Final Exam	1	100 points
<b>Total:</b>		<b>750 points</b>

### Grading Criteria and Conversion:

**A = 675 - 750 points**

**B = 600 - 674 points**

**C = 525 - 599 points**

**D = 450 - 524 points**

**F = 0 - 449 points**

I = Incomplete (Only issued under extraordinary circumstances that are beyond a candidate's control.)

W = Withdrawal from a course

WV = Withdrawal from the University voluntarily

MW = Military withdrawal

**Detailed Description of Assignments:**

<b>Assignment Title or Grade Requirement</b>	<b>Description</b>
<b>Mini-Physical Education Curriculum Guide</b>	A comprehensive document created by teams of candidates which includes, but is not limited to, collections of Physical education resources (gym rules, unit plans, lesson plans and assessments).
<b>Micro-Teaching Presentation</b>	<p>Development of technique and practice teaching sessions in which candidates present short lessons to their peers and receive detailed and constructive feedback on their performance.</p> <p>During times of activity appropriate attire will be worn by all candidates as described below:</p> <p><b>Footwear:</b> Sneakers/tennis shoes must be secured to candidate's feet with laces. Footwear should have good traction and support without any part of candidate's feet visible.</p> <p><b>Not permitted:</b> Sneakers without backs, platforms, boots, crocs, slides, sandals/open toe shoes, dress shoes, shoes without rubber soles, Vibrams or any type of shoe similar to the aforementioned.</p> <p><b>Clothing:</b> Proper athletic attire is expected to be worn with proper fit. Appropriate attire includes: elastic waist shorts (with or without drawstring), athletic tights, short/long-sleeved t-shirts, warm-up outfits, sweatpants/sweatshirts for cool weather, and athletic socks.</p> <p><b>Not permitted:</b> Cut-off shorts, cargo shorts, dress clothes (e.g. button down or polo shirt), non-athletic tights/leggings, narrow strapped tops, jeans, sheer clothing, low- cut/cleavage bearing tops or tank tops and attire with inappropriate pictures or words.</p> <p><b>Attire color profile:</b> Black dominant bottoms and any color top except white.</p> <p>The instructor reserves the right to determine if a candidate's footwear and/or clothing are safe and/or appropriate to wear during class activities. A candidate without proper footwear and/or attire will be counted absent, not allowed to participate, and/or may be asked to depart from the classroom setting.</p>
<b>Exams</b>	Assessments covering essential information and measuring candidate knowledge.
<b>Reflective Assessment</b>	Short essay responses communicating personal experiences and beliefs with regard to the micro- teaching presentation.

## **Course Procedures or Additional Instructor Policies**

### **Taskstream**

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

### **Classroom Management**

It is important to respect one another in class. Aggressive confrontations nor profanity will be tolerated during class time. Cell phone use is permitted **before and after** class time unless being utilized to reference course related content. Food and beverages are to be consumed before and after class with the exception of water. Gum is allowed during lecture (no popping), but not during micro-teaching presentations.

Headphones, shades, do rags, bandanas, spaghetti strap tops, cut-offs, low cut shirts/blouses and jeans/pants worn below the waist are not permitted in class.

Candidates failing to adhere to this policy may be asked to change, cover, remove the item(s) or leave the educational setting to decrease disruption or distraction during the learning process.

### **Attendance Policy** (see handout and Student Handbook)

Attendance is required for each class meeting. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether excused or unexcused, may result in a candidate's course grade being reduced or an assignment of a grade of "F". Absences are accumulated beginning with the **first** day of class during regular semesters and summer terms.

Official university sponsored activities are considered excused absences, but the candidate is responsible for making up all that is missed at the instructor's convenience. It is recognized that personal difficulties/conflicts arise and allowances will be considered on an individual basis.

A daily record of attendance will be kept and excessive absences will affect your final grade.

Knowledge of an absence or in case of an absence, candidates are to produce university-authorized excuses or proper documentation to the instructor:

- a) PRIOR** to any foreseen absence, and/or **b) IMMEDIATELY UPON RETURN** of subsequent class meeting.

A candidate will be rendered ABSENT 10 minutes after the scheduled class start time or upon departing prior to the dismissal of class by the instructor.

### **Submission of Assignments**

When applicable, work should be submitted utilizing APA (American Psychological Association) format.

Multiple pages must be stapled. Assignments are not to be hole punched until after they have been graded. Please do not submit work in folders, sheet protectors or report covers. Points will be deducted for not following directions. Additionally, points will be deducted for typographical, grammatical and/or sentence structure errors.

### **Retention of Assignments and Exams**

After the candidate has seen his/her assignment/exam grade, the instructor reserves the right to retain all assignments and examinations.

### **Penalties for Late Assignments**

Assignments submitted late will incur a fifteen (15) point deduction.

Each candidate is responsible for submitting all work on the scheduled due date and at the indicated time, whether present or not.

### **Formatting Documents**

Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

### **Exam Policy**

Missed mid-term or final exams **may not** be made up unless permission is granted by the instructor of record prior to the exam or proper documentation is submitted.

### **Technology**

Cell phone use is strictly prohibited during class and must be turned off, placed on vibrate, or in some other silencing mode such as "airplane mode" or "do not disturb". Other electronic device (laptop, iPad, tablet, etc.) usage should be limited to the relevance of the class during class time, such as note-taking or instructor guided in-class activities. Any perceived misuse of electronic devices and/or excessive use, will result in overall course point deductions of five (5) points per incident.

### **Communication**

Course updates will also be sent through PVAMU eCourses -- be sure to check before attending class. Remind 101 will also be used to communicate with students.

All e-mails should address the instructor with proper greetings and subject titles, use correct grammar and spelling, complete sentences, proper punctuation, and written in a respectful tone. Otherwise, no response may be warranted. E- mails will usually have a response within 48 hours excluding weekends.

### **Tentative Course Calendar:**

The following plan of action is to keep us on track; it may, however, require flexibility to suit the needs and interests of the candidates. Please be advised: The instructor has the right to modify this syllabus, without notice, due to emergencies or an expressed interest of the candidates to discuss topics in greater detail. It is in the best interest of each candidate to regularly attend class.

### **Caveat:**

The schedule, procedures, contents of this syllabus and class assignments are subject to change at my discretion. If you have any questions or need assistance, please feel free to contact me.

**SEMESTER CALENDAR**  
 (\*Tentative and may change due to course needs.)

<b>Week 1 Topic Description:</b>	<b>Introduction to KINE 4073</b> <b>TExES</b> <b>Justifying a Physical Education Program Designing a Physical Education Program</b>
Chapter(s)	Chapters 1, 3– 4 and 14
Assignment(s)	Choose a skill for teaching presentation. Choose teams for Physical education mini-curriculum handbook.
<b>Week 2 Topic Description:</b>	<b>Teaching a Physical Education Program</b>
Chapter(s)	Chapters 5 - 7
Assignment(s)	Quiz I: TExES Domains, Competencies, National Standards, TEKS and acronyms Exam I
<b>Week 3 Topic Description:</b>	<b>Developing a Total Program Implementing Instructional Activities</b>
Chapter(s)	Chapters 8-10
Assignment(s)	Micro-Teaching Presentations Lesson Plans: Due on micro-teaching date
<b>Week 4 Topic Description:</b>	<b>Content Application</b>
Chapter(s)	
Assignment(s)	Micro-Teaching Presentations Lesson Plans: Due on micro teaching date
<b>Week 5 Topic Description:</b>	<b>Course Review</b> <b>University is closed: Thursday, July 4th</b>
Chapter(s)	
Assignment(s)	Physical Education Mini-Curriculum Guide Reflective Assessment Final Exam: Chapters

## **Student Support and Success**

### **John B. Coleman Library**

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/>  
Phone: 936-261-1500.

### **The Learning Curve (Center for Academic Support)**

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561.

### **The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)**

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus- Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261- 1040.

### **Writing Center**

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

### **Student Counseling Services**

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564.

### **Testing**

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286.

### **Office of Diagnostic Testing and Disability Services**

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585.



### **Veteran Affairs**

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563.

### **Office for Student Engagement**

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340.

### **Career Services**

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570.

### **University Rules and Procedures**

#### **Disability Statement (Also See Student Handbook):**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

#### **Academic Misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

#### **Forms of Academic Dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

#### **Nonacademic Misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual Misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Title IX Statement**

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

**Class Attendance Policy (See Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

**TECHNICAL CONSIDERATIONS****Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

**Note:** Be sure to enable Java & pop-ups in the Web browser preferences

**Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

**Technical Support:**

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

**Communication Expectations and Standards:**

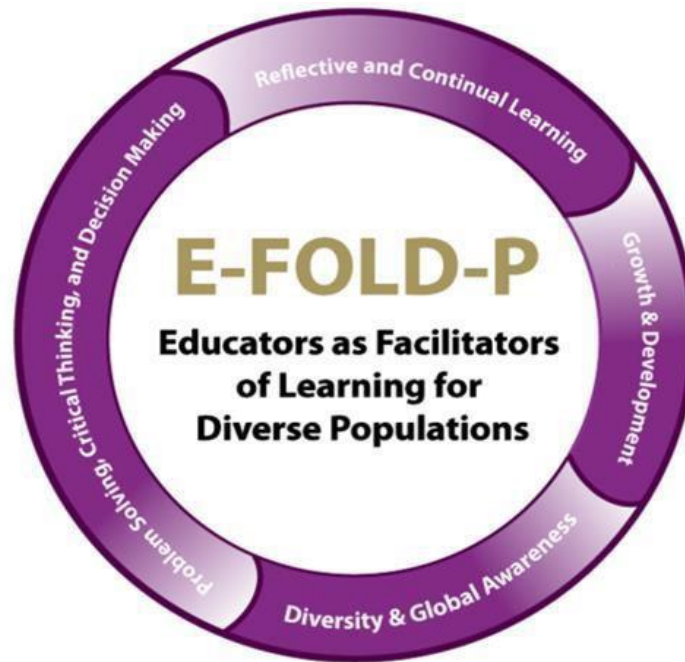
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

**Discussion Requirement:**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.

TECHNOLOGY



ASSESSMENT

Knowledge	Skills	Dispositions
<p><b>K 1</b> – Knows and understands how to use existing and personal research to analyze and assess educational problems.</p> <p><b>K 2</b> – Knows how to apply and interpret fundamental principles of assessment.</p> <p><b>K 3</b> – Knows and understands the different methods of curriculum design, development and implementation to support students’ academic growth and personal development.</p> <p><b>K 4</b> – Knows the importance of diversity in a global educational context.</p> <p><b>K 5</b> – Knows and understands how to use new and existing technologies to continuously enhance teaching and learning among diverse populations.</p>	<p><b>S 1</b> - Demonstrates intellectual curiosity through creative and collaborative projects.</p> <p><b>S 2</b> - Uses critical reflection to improve professional practice.</p> <p><b>S 3</b> - Demonstrates subject matter expertise while concurrently measuring and adjusting strategies that impact students’ academic achievement.</p> <p><b>S 4</b> - Creates learning environments that foster respect, safety, and trust.</p> <p><b>S 5</b> - Demonstrates the effective use of current technology in teaching and learning.</p>	<p><b>D 1</b> - Demonstrates the ability to find and implement new information, best practices and educational concepts.</p> <p><b>D 2</b> - Values professional interactions.</p> <p><b>D 3</b> - Demonstrates ethical behavior in personal and professional relationships.</p> <p><b>D 4</b> - Acts in a manner that demonstrates the belief that all children can learn.</p> <p><b>D 5</b> - Values technology as an integral tool for enhancing teaching and learning across multiple disciplines for diverse populations.</p>