

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of KINESIOLOGY
COURSE SYLLABUS**

Course Prefix and Number: PE 8163

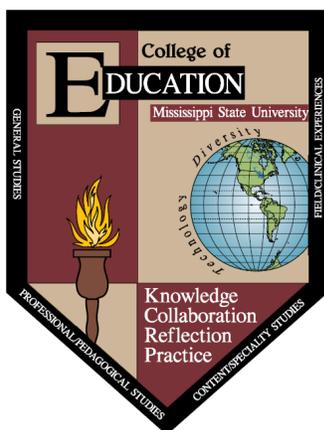
Course Title: Seminar in Physical Education

Credit Hours: Three (3) semester hours

Course Type: Lecture

Catalogue Description: Three hours lecture. The course gives a complete review of current literature in Health, Physical Education, and Recreation.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus

that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. An understanding of academic units in Health, Physical Education and Recreation. **CFPO #1, 4, 6, 10, 11, & 12; InTASC # 1**
2. An enhanced appreciation of issues of diversity in educational settings through engagement in experiential learning activities, group discussions, readings, and analyses. **CFPO #1, 3, 4, 6, 10, 11, & 12; INTASC # 3**
3. An understanding of the diverse nature of academic programs in Health, Physical Education and Recreation. **CFPO #6 & 11; InTASC # 9 & 10**
4. An understanding of historical and contemporary academic programs in Health, Physical Education and Recreation. **CFPO #6; InTASC # 7**
5. Investigate the context of higher education and its impact on and relationship to professional preparation in Health, Physical Education and Recreation. **CFPO #4, 5, & 8; InTASC # 9 & 10**
6. Become familiar with diverse instructional strategies and techniques. **CFPO #1, 2, 3, 5, 6, 10, 11, & 12; InTASC # 3, 4, 5, 6, 7, 8 & 9**
7. Discuss the impact of research in Health, Physical Education and Recreation and establish a focus of inquiry. **CFPO #1, 2, 4, 5, & 12; InTASC # 1**
8. Understand the connection of teaching, research and service in the professorate. **CFPO #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 & 12; InTASC # 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10**

Topics to Be Covered:

1. Introduction to Class (3 hours)
Review of Syllabus
Assumptions and Questions
CFPO #1, 2, 3, 5, 6, 10, 11, & 12
2. Evolution of Health Education (3 hours)
Theories and Research
CFPO # 2, 3, & 11
3. Evolution of Physical Education (3 hours)
Theories and Research

4.	Evolution of Recreation Theories and Research	(3 hours)
5.	Organizations, Environment and the Context of Leadership	(3 hours)
6	Roles and Relationships	(3 hours)
7	Small Group Research Review	(3 hours)
8	Vision and Mission	(3 hours)
9	Leadership and Diversity	(3 hours)
10	Values and Ethics	(3 hours)
11	Social Imperatives of Health, Physical Education and Recreation	(3 hours)
12	Culture and Capacity Building	(3 hours)
13	Credibility in Health, Physical Education and Recreation	(3 hours)
14	Conclusions and Commentary Final Examination	(3 hours)

Text:

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4th Ed.). Washington, D.C.: APA.

Supplemental materials and sources will be used throughout the course including reference to Internet documents. Students are encouraged to use the references cited in the above texts and those mentioned during class to enhance depth of understanding.

Methods of Instruction:

The class will be conducted as a graduate seminar. The development of the course is based on the notion that learning is something people do and knowledge gained by doing not something passively received. As such, students are expected to actively participate in class activities, to complete assignments in a timely and professional manner, and be able and willing to share information and ideas. Students will be provided opportunities to work collaboratively as well as independently.

Suggested Student Activities:

Students are expected to participate in class discussions, complete the readings and other assignments, generate discussion questions, and carefully prepare written assignments (printed, in appropriate style, free of grammatical, typographical, and other errors). Clarity, thoughtfulness, and easy-to-follow organization characterize the superior paper. The grade assigned will reflect an assessment of the quality and character of the work, format of written work, and the depth and breadth of reflective commentary.

MSU Honor Code:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: www.msstate.edu/dept/uadit/PDF/1207.pdf

Technology:

Not an aspect of this course

Diversity:

Diversity will not be specifically addressed in this course.

Disability:

Students with disabilities will be accommodated in every possible way. Student Support Services (325-3335) seeks to provide educational access and opportunity through support, resources, advocacy, collaboration, and academic accommodations for students with disabilities (as defined by the Americans with Disabilities Act and the Rehabilitation Act of 1973) who are accepted to the University. See <http://www.sss.msstate.edu/> for more information.

Field Component:

This course will have no field component.

Assessment of Concepts and Skills/Evaluation of Student Progress:

Academic, Field, and Developmental Activities	100 points
Article Reviews and Critiques	100 points
Case Study Analyses	100 points
Reflective Commentary	100 points
Total	400 points

An “A” represents exceptional work that is clearly above expected guidelines. It is work that has a clearly defined, adequately supported purpose and sense of direction. It is work that is thought provoking and well stated. Care is evidenced in the development of ideas and in organization. Needless to say, it is work that reflects a thorough understanding of the educational topic under discussion.

A “B” represents expected graduate level work. It has a clearly defined and adequately supported thesis but lacks the clarity of insight that characterizes superior work.

A “C” represents below expected work. Frequently, there is evidence of ill-defined purpose or direction or relevance may not be readily apparent. There may be jumps from topic to topic without following through on the development of a unifying idea or concept. Often, this work contains spelling, grammatical, and other writing errors reflecting poor organization.

Bibliography:

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- Fuller, F. F. (1969). Concerns of teachers: A developmental conceptualization. *American Educational Research Journal*, 6(2), 206-226.

- Gage, N.L. (1977). Should research on teaching be generic or specific? Stanford, CA: Stanford University, Center for Educational Research. (ERIC Document Reproduction Service No. ED 241 504)
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