



College of Natural and Health Sciences
School of Sport and Exercise Science

SES 680-900: Perspectives in Sport Pedagogy
Fall 2016

Instructor: Dr. Brian Dauenhauer

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Course Location: Online

Course Credits: 3 hours

Class Format: August 22- October 16 (8 Weeks Online)

Pre/Co-Requisites: N/A

Course Description: Philosophical perspectives of issues in physical education and sport, which are influenced by contemporary trends in American education.

Purpose of the Course: Physical education and sport have been embedded within the American educational system since the early 1800's, but their role has evolved over time in response to societal changes. The purpose of this course is to critically examine both historical and contemporary trends in physical education and sport with an emphasis on the role that research plays in guiding the field forward.

Required Texts & Materials:

1. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Recommended Texts:

1. Siedentop, D., & van der Mars, H. (2012). *Introduction to physical education, fitness, and sport* (8th ed.). New York, NY: McGraw-Hill.

*Additional readings will be posted on Black Board (Bb).

Course Objectives:

1. Identify, describe, and develop knowledge and skills for making meaningful decisions regarding research as it relates to current practices.
2. Critique current philosophical positions and literature related to trends and issues in physical education and sport.
3. Present and discuss theoretical frameworks and models that impact current teaching practices.
4. Summarize the benefits of conducting research and the positive effects on the physical education profession.
5. Demonstrate an understanding of and conduct open discussions on various aspects of research trends.
6. Suggest realistic solutions for some of the major challenges in PETE.

Course Outline:

Module #1: Course Policies & Procedures

Unit Objectives:

- a) Become familiar with Canvas
- b) Become familiar with course policies and procedures

Module #2: Getting to Know Yourself & Your School

Unit Objectives:

- c) Construct a physical activity/sport autobiography that explores a personal history of physical activity participation, culminating in current involvement.
- d) Describe the purpose and key components of a comprehensive school physical activity program (CSPAP).
- e) Conduct a systematic evaluation of school policies and practices associated with physical activity promotion.

Module #3: Strategic Information Gathering

Unit Objectives:

- a) Become familiar with online research tools that can assist with the collection of information.
- b) Generate a citation report using citation management software.
- c) Create a reference list demonstrating correct APA style.

Module #4: Becoming a Critical Consumer

Unit Objectives:

- a) Summarize the results of a research study.
- b) Critique a published research article by identifying strengths, weaknesses, and opportunities for improvement.
- c) Rate resources by the strength of evidence they present.

Module #5: Historical Trends and Theoretical Perspectives in Sport Pedagogy

Unit Objectives:

- a) Identify key historical events that shaped physical education, sport, and fitness in the United States.
- b) Differentiate between various theoretical approaches to research in sport pedagogy.

Module #6: Contemporary Issues in Sport Pedagogy I

Unit Objectives:

- a) Recognize how societal and educational trends have influenced physical activity and physical education in 21st America.
- b) Summarize current approaches to the promotion of physical activity in and around schools.

Module #7: Contemporary Issues in Sport Pedagogy II

Unit Objectives:

- a) Synthesize the literature related to a contemporary issue in sport pedagogy.
- b) Develop a persuasive argument for the need for intervention using strong supporting evidence from the literature.

Module #8: A Vision for the Future

Unit Objectives:

- a) Speculate about the role that physical activity, physical education, and/or sport will play in the coming decades in the United States.
- b) Suggest realistic solutions for the foreseeable challenges to the future of the profession.

Course Requirements: This is a 3 hour course condensed into 8 weeks. Therefore, you should expect to spend *up to* 18 hours per week completing course requirements. This may sound like a lot work, but if you engage with the material regularly and stay organized, you can avoid feeling overwhelmed and will likely be able to get everything done in a shorter amount of time. The key is to not procrastinate and be sure to set aside consistent blocks of time to get your work done.

Course Assignments at a Glance

Assignment	Weight	Deadline
Pre-Test of Content Knowledge (ungraded)	0%	August 28 th
Reading Response #1	5%	September 4 th
Physical Activity/Sport Autobiography	10%	September 4 th
Citation Report & Reference List	10%	September 11 th
Needs-Assessment	10%	September 11 th
Research Summary & Critique	20%	September 18 th
Research Ratings		September 25 th
Reading Response #2	5%	September 25 th
Reading Response #3	5%	October 2 nd
Current Trends & Issues Paper	30%	October 16 th
Reading Response #4	5%	October 16 th

Reading Responses (20%): Over the course of the semester, you will be reading various materials and responding to the content (x 4). I will provide you with 1-3 prompts to guide your thinking. Responses to each prompt should be one paragraph in length (5-20 sentences) and include an opening statement (1-2 sentences), body (3-18 sentences), and closing statement (1-2 sentences).

Physical Activity/Sport Autobiography (10%): This assignment will ask you to reflect on your own experiences with physical activity/sport participation as a child and consider how they have influenced your current participation as an adult. This assignment may be completed in a choice of formats: text only, text + images, slideshow, or video. Written products should be 2-5 double-spaced pages or less than 5 minutes in duration.

Citation Report & Reference List (10%): In this assignment, you will demonstrate your understanding of APA style and proficiency in the use of citation management software. These skills are essential to your success in the program. You will search for and digitally collect 5 resources from the UNC Online Library and use citation management software to generate a report and reference list for the collection.

Needs-Assessment (10%): This assignment is designed to guide you through a systematic evaluation of school policies and practices associated with physical activity promotion in your school. The results will help you identify strengths, weaknesses, and potential areas for intervention. It will inform not only your final paper in this class, but will serve as a foundation for your culminating master’s project.

Research Summary, Critique, and Ratings (20%): The purpose of this assignment is to help you become a critical consumer of information. You will locate one peer-reviewed research article, summarize it, critique it, and rate it based upon the strength of evidence provided. You will also be responsible for reviewing one of your classmates’ articles and rating it based upon the established criteria.

Current Trends & Issues Paper (30%): Throughout the course, you will be exposed to various perspectives and issues in sport pedagogy. You will also have an opportunity to examine your own school environment and evaluate policies and procedures related to physical activity promotion. The purpose of this assignment is for you to select a particular issue or topic of interest, review the literature on that topic,

and develop a persuasive argument for the need for intervention in that area. This assignment will serve as a foundation for the work you will continue to do throughout the program (although you are not bound to this topic). The final product will be a 6-10 page paper that contains strong evidence in support of the topic and conforms to APA guidelines.

Course Policies: This is a graduate level course and all assignments are expected to be of graduate level quality. Assignments completed in a haphazard manner (e.g., spelling/grammar mistakes, minimal depth of thought) will receive reduced marks. All assignments should be completed in chronological order, but you are welcome to complete them prior to the deadline if you wish. Some of the assignments, such as the Research Ratings, may not be able to be completed too far ahead of time because they require responses to other students' work. All assignments are due by midnight on the date listed, unless otherwise noted by the instructor. Late assignments will receive a deduction of up to 10% per day.

Method of Evaluation: Grades will be assigned according to the following scale:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
Below 60%	= F

Disability Support Services: Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Sexual Misconduct/Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct

Equity and Inclusion Statement: The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>

Academic Integrity Statement: You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.