



Abraham Baldwin AGRICULTURAL COLLEGE

A State College of the University System of Georgia

TIFTON, GEORGIA

Course Syllabus

Course Name: FIELD EXPERIENCE
Course Number: PHED 1170
Course Description: 1 hour. Practical experience through shadowing an ABAC physical education instructor. Students are required to assist the instructor in class, teach a lesson, and keep a daily journal of class activities. For physical education majors only.
Pre-requisites/Co-requisites: none
Course Learning Outcomes: By the end of the semester students will: <ul style="list-style-type: none">➤ identify various teaching strategies.➤ create a lesson plan and teach a class from the prepared lesson plan.➤ demonstrate knowledge in observational analysis and make suggestions for improvement.➤ compare and contrast teaching styles, making suggestions for improvement. demonstrate an understanding and an application of teaching progressions.
INSTITUTIONAL ABSENCE <p>A student who serves as an official representative of the college is defined as one who:</p> <ol style="list-style-type: none">1. is authorized to use the college name in public relationships outside the institution;2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);3. represents the college as a part of a group and not as an individual;4. represents the college under the direct supervision of a college faculty or staff member; and5. is authorized in writing, in advance, by the President of the college. <p>Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.</p> <p>Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.</p>



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College Policy on Academic Dishonesty:

A. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

B. Disciplinary Procedures

1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.
2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.
3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations



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of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.

4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.
5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

C. Appeals Process

Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.
2. Written requests for appeals must be specific and detailed as to the nature and substance of the student's complaint and must clearly indicate what action is requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:
 - A violation of due process
 - Prejudicial treatment by the original hearing body
 - New evidence has become available which was not available at the time of the hearing.
3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.
4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President's decision or the Vice President's decision will be considered final and conclusive.
5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the



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appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel's report, the President will within five business days make a decision which shall be final so far as the College is concerned.

6. Should the student be dissatisfied with the President's decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student.

INSTRUCTOR: Alan M. Kramer	OFFICE: Gressette Gymnasium/Room 130
PHONE: 229-391-4928	EMAIL: awillis@abac.edu
OFFICE HOURS: Posted on instructor's web site at http://www.abac.edu/pe/akramer/	
TEXT: None. Course information is located at http://www.abac.edu/pe/akramer/ and on the WebVista site.	
MATERIALS: as stated in the syllabus of the assigned	
COLLEGE WIDE HARASSMENT POLICY: Sexual or racial harassment in the University System is prohibited and shall subject the offender(s) to the appropriate disciplinary action. A student who feels subjected to any type of harassment should consult the instructor immediately. <i>Refer to the college catalog and the student handbook.</i>	
CLASS POLICY:	
Participation: Students are required to punctually attend all class meetings. Points will be deducted from the participation grade for each absence, for failure to participate, for each tardy, and for failure to follow class procedure.	
Tardies: Tardiness will result in point deduction from the participation grade. <i>Students entering class at ten minutes after the hour or later will receive an absence.</i>	
Code of Conduct: Students take on a professional role in field experience and are expected to:	



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- abide by rules set forth by the mentor instructor
- be punctual
- turn off cell phone during entire class session; which includes no talking or texting.
- plan ahead to meet with mentor instructor prior to class to determine any needs, such as equipment set up, etc. that the instructor may need. ASSIST the mentor instructor.
- be receptive to feedback from mentor instructor and FE instructor and implement their suggestions.
- monitor their behavior and use appropriate interpersonal strategies.
- avoid all profanity during class session.
- be respectful of all students in the class.
- call mentor instructor in advance to report an absence.
- be prepared every day and Maintain a positive attitude.
- participate enthusiastically; help students who may be having difficulty with the day's lesson and skills.

Professionalism: It is your responsibility to be professional at all times before, during, and after class. You represent the Physical Education Division, and we expect you to be a model of appropriate behavior. Appropriate attitude and ethical behavior are expected. Incidents occurring in class or in private discussion with the mentor instructor are confidential. Do not discuss the abilities of students in the class with anyone other than the mentor instructor. **NO CHEWING GUM** during class. >

EVALUATION: The grading format for this course will be based on teaching activities, journal entries, a philosophy paper, written assessments, abstracts, and class participation. Final grades will be determined by the average of points earned. The following scale will be used to determine the final course grade.

TOTAL GRADING SCALE: A=90-100 B=80-89 C=70-79 D=60-69 F=0-59

Participation (100 points): Students are expected to attend class. Factors affecting the participation grade include but are not limited to professionalism, absences, tardiness, and/or early departure. Points will be deducted for each. Attendance is recorded at the beginning of each class. Students arriving after attendance has been taken are responsible for informing the instructor at the close of class. ***Arrivals more than ten(10) minutes late are considered an absence.*** Students who are absent are solely responsible for obtaining class information from the mentor instructor concerning updates and changes to the daily calendar.

Reflective Journal (100 points): Students will be required to keep a **daily** journal which will include the lesson(s) covered for the day, the teaching style used, and personal remarks about the class. *Entries (minimum 75 words) should be computer-generated(typed), kept in your three-ring binder, dated daily, and each day logged on a separate page.* Each entry should answer the following questions:

1. What was taught that day? (skills, rules, etc.)
2. What was the anticipatory set? (warm-up drill, game, discussion, etc. used to get students' attention)
3. What style of teaching was used? (lecture, demonstration, etc.)
4. What type of formation was used for teaching? (students in small groups, pairs, large group, lines, circles, etc.)
5. Were questions asked by the students? The instructor?
6. What were your likes and/or dislikes about the class that day?
7. What, if anything, could have been done to enhance learning?
8. What course outcomes were met, and how were they met?



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NOTE: Journals are confidential. Information included will be for my information only.

***JOURNALS ARE DUE ON OR BEFORE THE LAST DAY OF CLASSES.**

Readings in Health & Physical Education(10 @ 10 points each): Students will read information from the following topics and describe the content of the reading: (one from each topic)

- The case for physical education (Why keep it in schools?)
- The relationship between academics and physical education
- Failing fitness in schools; is physical education doing what it's supposed to be doing?
- Obesity and physical activity among children
- The importance of physical education
- NASPE: What is it and why is it important?
- Use of technology in physical education
- Trends and forecast of health and economic costs of overweight and obesity
- Surgeon General's Report on Physical Inactivity
- Adaptive Physical Education: Should it be a part of a school's curriculum and why?

NOTE: You may find information about each of these topics in texts, newspaper and magazine articles, professional periodicals, and physical education internet sites.

Additional Requirements:

- Computer-generated(typed)
- 150-300 words in length(excluding resource)
- MLA format
- Complete resource listed
- Single-spaced

***READINGS ARE DUE ON OR BEFORE THE LAST DAY OF CLASSES.**

Philosophy Paper (50 points): Write a 1-2 page paper stating your personal philosophy of physical education. Requirements: computer-generated, MLA format, double-spaced.

***PAPER IS DUE ON OR BEFORE THE LAST DAY OF CLASSES.**

Assessments (25 points each): **1.** Students will design a rubric to be used to measure/grade skills in the activity being taught. **2.** Students will write a 50-question multiple-choice/true-false exam for the activity being taught.

***ASSESSMENTS ARE DUE ON OR BEFORE THE LAST DAY OF CLASSES.**

Teaching Activities (100 points each): Each student will teach three lessons within the assigned activity. This will be scheduled through the instructor of the assigned class and under that instructor's direction and supervision. A lesson plan for each activity must be turned in to the mentor instructor and the field experience instructor at least one week before the activity is taught. With the help of the course instructor, select skills to teach to the class, and schedule a time for your FE instructor to observe your teaching skills **between August 31 and November 6**. Prepare lesson plans by following the instructions below, and give a copy

to your mentor instructor and the FE instructor no less than one week prior to teaching the activity. **BE THOROUGH.** The lesson plan must be computer-generated and must follow the format below:



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LESSON PLAN TITLE

Follow this
Format.

Course Time: _____ min.
Date: _____

- 1) Learner Outcome: What are you trying to accomplish? What will the students know after teaching them? What is your purpose? This is not read to the learners.
Time: _____ min.
 - 2) Introduction: Introduce yourself and your reason for teaching the class.
Time: _____ min.
 - 3) Objective and Anticipatory Set: Help learners visualize a clear goal, such as what will this learning help them achieve. Set the stage for the lesson by tapping into their prior knowledge to see what they already know from a prior lesson and how this will fit in with what was previously learned.
Time: _____ min.
 - 4) Instructional Outline with Demonstration:
 - a) First Learning Point: the first thing you'll teach (in detail)
 - b) Second Learning Point : the second thing you'll teach (in detail)
 - c) Third Learning Point: the third thing you'll teach (in detail)
 - d) Fourth Learning Point: the fourth thing you'll teach (in detail)
 NOTE: You may add additional learning points if needed.
Time: _____ min.
 - 5) Guided Practice and Feedback: Learners practice skills and you provide positive feedback to them as they practice. Explain what they will be doing and how the class will be set up (formations).
Time: _____ min.
 - 6) Review and Retention: Review what was taught to ensure that students grasped the material and will retain it for the next class session.
- Materials/Equipment List: List all materials/equipment used for the class and how it will be set up.
- Adaptations: In the event you have students with special needs, how will you adapt your lesson to meet their needs?
- Goals for Effective Teaching: What are your goals to be an effective teacher for this lesson? >

CLASS SAFETY REGULATIONS: as stated in the syllabus of the assigned class

CLASS PROCEDURES: as stated in the syllabus of the assigned class and the following



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- **All students are expected to access this course in Vista for course information. The site should be accessed no later than the third class meeting. (-10 points for failure to do by the deadline.)**
- **Pagers, beepers, or cell phones must be set on silent or turned off and may not be in your possession during the class period. NO USE DURING CLASS.**
- **ALL PHONES AND COMMUNICATION DEVICES MUST STAY IN SILENT MODE FOR THE DURATION OF THE SEMESTER unless prior arrangements are made with the instructor during emergency situations.**

****IMPORTANT: ANY STUDENT NOT ADHERING TO SAFETY RULES WILL BE ASKED TO LEAVE CLASS.**

“The Student Development Center is the official office to provide disability services at ABAC. If you have a documented disability that may require assistance, you will need to contact the Student Development Center for coordination of your academic accommodations.

The Center is located on the 2nd floor of the J. Lamar Branch Student Center. The phone number is 229-391-5135; fax is 229-391-5136.

You may also visit the website at www.abac.edu/sdc or email at mmartin@abac.edu or asims@abac.edu ”