



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:

- 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.

College Policy on Class Attendance:

Courses at Abraham Baldwin Agricultural College are provided for the intellectual growth and development of students. To attain maximum success, students must attend all their classes, be on time, and attend all scheduled course activities including, but not limited to, field trips, seminars, study sessions, individual conferences, and lectures. This interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and course grades. A student must understand the importance of regular participation in classroom and laboratory activities. The absence of any student affects not only his or her performance but the performance of the class as a whole. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.

Instructors will keep accurate attendance records and must report the individual number of absences with midterm and final grades. Students whose number of unexcused absences is more than twice the number of class meetings per week (the equivalent of two weeks of instruction) will receive a grade of "F" for the course. Fewer absences than twice the number of class meetings per week may result in grade penalties at the discretion of the instructor. Specific attendance requirements applying to labs, clinics, accelerated classes or Learning Support will be adapted to the unique situation by the appropriate division. **ATTENDANCE POLICY for A/B sessions:** Accelerated Session A/B classes meet for half a semester, in effect receiving the equivalent of 2 weeks of instruction each week. Students whose number of unexcused absences is more than the number of class meetings in one week will receive a grade of "F" for the course.

Final determination of what constitutes an excused absence rests with the classroom instructor. In implementing this Policy, faculty will not include in a student's unexcused absences those absences incurred due to authorized and approved College sponsored events (or in the case of joint-enrollment students high-school sponsored events) in which the student represents the institution as part of a group or under the direct supervision of a faculty or staff member. **In accordance with the ABAC Attendance Policy, students will receive an "F" for the semester in this class after the fourth (4th) unexcused absence. The following documented excuses only will be accepted: medical illness or emergency, jury duty, family death, and/or approved ABAC functions. Legitimate written documentation must be provided.**

Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to the instructor, preferably in advance, for making arrangements for any assignments and class work missed because of the absence. However, final approval for make up work remains with the individual instructor. >

A student who stops attending class without officially withdrawing from the course is subject to this attendance policy and will receive a grade of "F" for the course. At the beginning of each semester, instructors will explain clearly to their students specific attendance requirements (including possible penalties). Additionally, they will publish the attendance policy on their syllabi and web-sites.

A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC's college catalog and student handbook.

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who: is authorized to use the college name in public relationships outside the institution; regularly interacts with non-college individuals and groups over an extended period of time (at least one semester); represents the college as a part of a group and not as an individual; represents the college under the direct supervision of a college faculty or staff member; and is authorized in writing, in advance, by the President of the college. 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. 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.

College Policy on Academic Dishonesty:

Because Abraham Baldwin Agricultural College has the dual responsibility of educating students and helping them mature into worthy citizens who take their place in the larger community, it has adopted a code for dealing with academic irregularities.

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic or clinical 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.

Due Process for Academic Dishonesty Cases:

Step 1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will call the student into a private meeting in the faculty member's office. (The division chair will be notified of and will approve any action.)

Step 2. The faculty member will confront the student with the evidence of dishonesty and/or academic irregularity. The faculty member and the student will discuss the specifics of what occurred. If the student confesses and accepts responsibility for academic dishonesty, then the faculty member will ask the student to sign in his/her own handwriting, a statement that makes clear that the student admits responsibility for the academic dishonesty. The faculty member will then consult with the division chair. The faculty member is then free to reprimand the student, to give a failing grade for the assignment, or to require the student to resubmit the assignment in question. With approval of the division chair, the faculty member can increase the penalty up to and including a "WF" for the course if the incident(s) merit this severe penalty.

Step 3. If the student refuses to sign a statement accepting responsibility for the act(s) of academic dishonesty, then a full hearing on the matter must be held. The faculty member and chair will document this incident and schedule a meeting with the student. This information will be turned over to the Academic Dean, who will make the determination of charges against the student and notify him/her in writing. The charges will be mailed by the Academic Dean to the student along with a notice to appear at a hearing, and, if the student wishes, to bring witnesses. At least three days' notice is necessary unless the student waives the notice in writing.

Step 4. If the student requests a hearing, the Academic Dean has the option of hearing the case for administrative adjudication, convening a special hearing panel including faculty and

students, or of referring it to the Student Life Hearing panel which handles all other disciplinary matters on campus. The committee will provide its recommendation to the Academic Dean. The Student Life Hearing Panel, when hearing cases of academic dishonesty, will include two faculty members, two students (one of whom will be the SGA president and the other an associate justice,) and the Director of Student Life, who oversees campus discipline and the Code of Conduct. The Chief Justice of the SGA chairs the panel. The Vice President for Student Affairs will serve as advisor to the panel for all academic dishonesty cases. In general, the decision of the Academic Dean or his/her designee will not be appealed to the Student Life Hearing Panel. An appeal of the Dean's decision will go directly to the President who may choose to use the Student Life Hearing Panel to make a recommendation to him.

Step 5. The student has a right to appeal the decision of the hearing officer or hearing panel within ten calendar days of the decision. The appeal will be to the President or his designee. The President's decision is final. The President reserves the right to review all disciplinary cases and the judgments made during the process.

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. (See below.)

INSTRUCTOR: Andrea Willis	OFFICE: Gressette Gymnasium/Room 130
PHONE: 229-391-4927	EMAIL: awillis@abac.edu
OFFICE HOURS: Posted on instructor's web site at http://www.abac.edu/pe/awillis/	
TEXT: None. Course information is located at http://www.abac.edu/pe/awillis/ 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: <ul style="list-style-type: none"> • 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?

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 January 20 and April 1**. 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:

Follow this
Format.

LESSON PLAN TITLE

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

- **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 ”

