KINE 4319 – Outdoor Fitness Adventure

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Office Hours: T/TH 8-9:30am (and by appointment)

Section Information: KINE 4319-001

Time and Place of Class Meetings: T/TH 9:30-10:50am SH 333 & TBA

Description of Course Content: This course provides students with theoretical health-related concepts which can be used to design and apply fitness learning concepts into various physical education settings. In addition, this course is designed to introduce students to outdoor and adventure education activities using adventure-based learning. Time will be spent on low element group initiatives and high element adventure activities.

Student Learning Outcomes: By the end of the semester, candidates should be able to:

1. Describe & apply physiological and biomechanical concepts as it relates to secondary physical education settings (NASPE 1.1)

2. Describe & apply motor learning, psychological, and behavioral theory related to skillful movement, physical activity, and fitness in secondary physical education settings (NASPE 1.2 & 1.3)

3. Identify historical, philosophical, and social perspectives of physical education issues and legislation commonly discovered in secondary physical education settings (NASPE 1.4)

4. Demonstrate personal competence in motor skill performance for a variety of secondary physical activities and movement patterns (NASPE 2.1)

5. Design and implement short and long term plans that are linked to secondary physical education program and instructional goals that are measurable, developmentally appropriate, and performance based (NASPE 3.1 & 3.2)

6. Plan for and manage resources to provide active, fair, and equitable learning experiences for secondary physical education students (NASPE 3.4)

7. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet secondary physical education lesson objectives (NASPE 3.7)
8. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats that convey respect and sensitivity (NASPE 4.1 & 6.4)

9. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences (NASPE 4.2)

10. Provide effective instructional feedback for skill acquisition, student learning, and motivation and adjust instructional tasks based on student responses (NASPE 4.3 & 4.4)

11. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective secondary physical education learning environment (NASPE 4.5)

12. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment (NASPE 4.6)

13. Utilize assessments and reflection to foster student learning and inform instructional decisions at the secondary physical education level (NASPE 5.1, 5.2 & 5.3)

14. Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals consistent with the professional ethics of highly qualified teachers (NASPE 6.1 & 6.3)

15. Participate in activities that enhance collaboration and lead to professional growth and development (NASPE 6.2)

Course Readings:


Descriptions of Assignments & Grade Weighting:

Just like many teaching contracts, grades in this course will be competitive, subjective, and comparative - punctuality & participation in all class meetings is essential. Initiative, leadership, professional language/communication, appropriate dress, performance, and other professional dispositions will be factored into your overall evaluation. The weighting of grades is as follows:

1. Attendance: Due to the heavy emphasis on Team-Based Learning, group interaction, social development, and experiential learning in the course, attendance and participation at all class meetings is mandatory. Three absences are allowed without penalty. Any additional absence will result in a 10-percentage point reduction from final grade (or a letter grade lower).

2. Teacher Dispositions: Each candidate's performance and ability to conduct him or herself professionally will always be monitored. If an event emerges where a candidate
does not meet the expectations expressed in the dispositions assessment a documented report will be filed and corrective actions plans will be discussed. Any documented disposition will result in 10% final letter grade drop in the course. Repeated filings of disposition reporting may result in removal of the program.
http://ossa.uta.edu/dispositions.asp

3. **Team Teaching Projects (30%)**: Each team of students will prepare and teach two lessons in the course based on principles of “Team-Based Learning Theory”: A classroom/content-based lesson and an outdoor/fitness-based lesson. Each is worth 15% of final grade.

4. **Quizzes (10%)**: Students will be responsible for individual pre-class preparations via quizzes covering required readings and assignments.

5. **Donna Shepard Service-Learning Project (20%)**: Each student will help plan and facilitate an outdoor adventure fitness competition/camping trip with 6th graders utilizing the Team-Based Learning Theory Model. Students will make lesson presentations to be applied to this project and create documentaries of the experience.

6. **Peer-Evaluation (10%)**: Each candidate will be anonymously evaluated by his/her teammates on the following criteria: individual preparation for teamwork, reliable class participation, attendance at team meetings that occur outside of class, positive contributions to team discussions and tasks, and valuing and encouraging contributions from fellow team members.

7. **Self-Evaluation (30%)**: Each candidate will take full responsibility for establishing goals and assessing his or her own learning effort, creativity, behavior, contribution, and professionalism in the course. **Active participation in all course-related activities is mandatory to receive permission to use the self-assessment assignment for final grading purposes**. If students miss more than the three allowed class meetings, the instructor will assign self-evaluation points. **Self-evaluations must be typed and presented orally to the class as a final assignment (i.e. Final Exam).**

**Drop Policy**: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).
**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

> I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).
**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Tentative Meeting Schedule:**

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<th>Weeks</th>
<th>Topic</th>
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| 1-2   | * Introduction, Ice-Breaker Activities, & Initiative Games  
|       | * Team-Based Learning Theory & Criteria for Group Development  
|       | * Establishing Teams & Competition Formats |
| 3-7   | * Philosophy and Theory of Adventure and Outdoor Education  
|       | * Defining Skills and Competencies for Adventure Practitioners  
|       | * Planning and Implementing Adventure Experiences  
|       | * Field project development with Mansfield & Arlington ISD’s  
|       | * Foundations of Outdoor Education  
|       | * Methods and Delivery of Outdoor Education  
|       | * Fitness Integration with Adventure/Outdoor Education |
| 8-12  | * Team-Based Classroom & Physical Activity Teachings |
| 13-14 | * Service-Learning Project Planning & Camping Trip to Cedar Hill State Park (with Donna Shepard 6th Graders and Arlington Life Shelter students) |
| 15-16 | * Project Presentations & Self-Evaluations |