Kinesiology, Health, and Sport Studies
Physical Education
KIN 7510
Sociocultural Issues in Physical Education
3 Credit Hours, Fall 2013
Location: Matthaei Room 106
Mondays 5:30pm-8:15pm

**Professor:** Dr. Erin E. Centeio
257 Matthaei Building
(Cell): 808-341-7506 (Office): 577-3142
Email: erin.centeio@wayne.edu
Website: TBA

**Office Hours:**
- Monday: 3:00 – 5:15pm
- Tuesday: 9:00 – 11:00am
- Thursday: 9:00 – 11:00am

**Course Description:**
Contemporary and historical perspective on socio-cultural and philosophical issues that influence American public schooling and physical education teacher preparation, including race, gender, sexuality, and urbanization.

**Course Outcomes:**

1. Students will understand the role of social philosophy in learning and teaching.
2. Students will be able to identify and articulate their personal philosophy for education and physical education.
3. Students will learn the racial history of urban Detroit and study how it affects students and teachers in schools.
4. Students will gain an appreciation of the many facets of culturally responsive teaching.
5. Students will understand gender as a social category, and how it functions in school.
6. Students will learn how issues of sexuality influence the school experiences of gay/lesbian as well as straight students and teachers.
7. Students will learn to use instructional technology.
8. Students will learn to understand diverse learners, parents, and communities.
9. Students will learn to identify racist, sexist, and other oppressive practices in public schooling, and devise strategies for working against those practices to create safe, equitable, and empowering classrooms for all children.
10. Students will reflect on their past and understand how it influences their perspectives on the world.
Required Texts:


2. Instructor will provide additional readings.

Course Assignments:

1. Preparation and Participation (300 pts): Each class period, a preparation/participation rating scale will be completed to evaluate each student’s preparation for class and contribution to the class period. These ratings are meant to encourage students to keep pace with their learning (e.g., complete readings, have paper drafts due, etc.) and contribute to the social construction of knowledge in the course. The rating scale will include professor ratings (20 points) and student self-ratings (10 points). At the end of each class period, students will complete self-ratings of their readiness and contributions to the learning environment, which will later be combined with the professor's ratings to form a class period rating. Ratings will be completed each day of the semester except Sept. 9, Dec. 2, and Dec. 9.

2. Reading Analysis (200 pts; 10 assignments for 20pts a piece): For each assigned reading, students will complete an analysis form explaining their interpretations of the reading and implications for their future physical education instruction. Students will submit their analyses at the end of the class period during which the reading was discussed. Analysis templates will be provided by the instructor.

3. Leader for Class Discussion (250 pts): Students will be asked to lead the class discussion for the day that they sign up for. The class discussion will center on each article and must dig deep and encourage discussion among your classmates. Students should be creative in their techniques used to lead the discussion. Further information will be provided by the instructor.

4. Position Paper (400 pts): Students will complete a position paper, which will explain the students' interpretations of socially-sensitive physical education. The paper will tie together: 1). students' personal biographies, 2). students' perspectives on the current state of education and specifically physical education, 3). students' perspectives on teaching physical education, and 4). the core issues and readings from the course. The professor will provide additional guidelines.

5. Physical Activity/Education Policy Paper Presentations (250pts): Graduate students will be assigned one physical activity/physical education policy document to draft a three-page "white paper" (overview) and present the policy document to the entire class. The white paper and presentation will include an overview of the policy document and a critical analysis of how the document could influence the field of physical education. The professor will provide additional guidelines.

Extra Credit Opportunities:

1. MAHPERD State Convention (50 points): If you attend the MAHPERD State Convention, at least one full day, you have the opportunity to earn extra credit points. In order to receive the extra credit you must attend sessions while you are at the convention, as well as write a 2-page,
typed, double-spaced reflection paper on the event. The reflection must include your thoughts and impressions of the convention, what you learned at the sessions you attended, and how you might apply it in your personal situation (e.g. teaching, coaching, etc.). You must also attach proof of registration and attendance.

2. **12th Annual Celebrity Wheelchair Basketball Game (25 points):** If you attend the Wheelchair basketball game that is held here at Oakland University’s O’rena on Tuesday, September 24th at 7pm, you can earn up to 25 points of extra credit. In order to receive your extra credit you must write a reflection about your experience and how the experience pertains to our class. The reflection must include your thoughts and impressions of the event, what you learned, how it applies to our class, and how you might apply the learning experience in your own personal situation (e.g. teaching, coaching, etc.). You must also attach proof of attendance.

**Class Policy:**

1. Students are expected to attend every class. Absences will be handled on a case-by-case basis, but one EXCUSED absence is allowed with prior notification to the professor. Unexcused absences will result in loss of all preparation/participation points and a one-letter grade reduction in the overall course grade. Students more than 15 minutes late will receive a late mark; two late marks equal one absence. Students who leave early will also be marked absent.

2. Late assignments will **not** be accepted unless arrangements for late assignments/missed exams are negotiated with the instructor prior to the due date.

3. Quality preparation for this class is an expectation. The student should be prepared to contribute to class discussions by reading the assigned reading until he/she has an adequate level of understanding enabling discussion.

4. **In order to receive points for extra credit, you must have turned in ALL assignments.**

**Academic Dishonesty/Plagiarism:**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/codeofconduct.pdf](http://doso.wayne.edu/codeofconduct.pdf).) Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)), the Undergraduate Student Handbook ([http://comm.wayne.edu/files/undergradhandbook.pdf](http://comm.wayne.edu/files/undergradhandbook.pdf)), and in print and online versions of the Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
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<th>Date(s):</th>
<th>Topics:</th>
<th>Assignment(s)/ Reading(s) Due:</th>
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<tr>
<td>9/9/13</td>
<td>Course Introduction</td>
<td><strong>Readings:</strong></td>
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<td>Introduction to Syllabus</td>
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<td><strong>Assignments:</strong></td>
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<td>9/16/13</td>
<td>Teaching Diverse Learners</td>
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<td>Ecology of Physical Education</td>
<td>• <em>Teaching Diverse Learners</em>, Chapter posted on Blackboard</td>
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<td>• <em>Ecology of Gym</em>, Article posted on Blackboard</td>
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<td><strong>Assignments:</strong></td>
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<td>• Ecology of the Gym worksheet</td>
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<td>• Teaching Diverse Learners worksheet</td>
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<td>9/23/13</td>
<td>Origins of the Urban Crisis</td>
<td><strong>Readings:</strong></td>
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<td>• <em>Urban Crisis</em> (pgs. 3-124 &amp; 210-218), Required Text</td>
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<td><strong>Assignments:</strong></td>
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<td>• Urban Crisis Question Worksheet (posted on blackboard)</td>
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<td>• Class leader presentation</td>
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<td>9/30/13</td>
<td>Race and Education</td>
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<td>• <em>There is no “Race” in the School Yard</em>, Article posted on Blackboard</td>
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<td><strong>Assignments:</strong></td>
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<td>• There is No “Race” in the School Yard worksheet</td>
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<td>10/7/13</td>
<td>Culturally Relevant Pedagogy</td>
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<td>• <em>Toward a Theory of Culturally Relevant Pedagogy</em>, Article posted on Blackboard</td>
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<td>• <em>Timken</em>, Chapter posted on Blackboard</td>
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<td>10/14/13</td>
<td>Urban Physical Education</td>
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<td>• <em>Culturally Relevant Physical Education in Urban Schools: Reflecting Cultural Knowledge</em>, Article posted on Blackboard</td>
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<td>• * Teachers perspectives on the challenges of Teaching Physical Education in Urban Schools: The student*, Article posted on Blackboard</td>
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| 10/21/13 | Gender and Physical Education              | • *Learning to Read Gender Relations in Schooling: Implications of Personal History and Teaching Context on Identifying Disempowerment for Girls*, Article posted on Blackboard  
• *PE is Not For Me: When Boy’s Masculinities are Threatened*, Article posted on Blackboard | • Class leader presentation  
• Reading worksheets |
| 10/28/13 | Sexuality and Physical Education           | • *Sexuality Sensitive Schooling*, Article Posted on Blackboard           | • Class leader presentation  
• Reading worksheets |
| 11/04/13 | Disability and Sport                       | • Readings will be announced                                              | • Class leader presentation  
• Reading worksheets |
| 11/11/13 | Retrospective and Public Views of School PE | • *Butches, Bullies and Buffoons*, Article posted on Blackboard          | • Class leader presentation  
• Reading worksheets |
| 11/18/13 | No Class                                   |                                                                          | • Class leader presentation  
• Reading worksheets |
| 11/25/13 | Obesity and Physical Education/Curricular Diversity | • Article/Chapter posted on Blackboard                                      | • Class leader presentation  
• Reading worksheets |
| 12/2/13  | Physical Activity/Physical Education Policy Presentations | • None                                                                   | • Student Presentations and coinciding paper due |
| 12/09/13 | Position Paper_Due                         | • None                                                                   | • Position Paper_Due in Class       |
Grading System:

1. Preparation and Participation 300 Points
2. Reading Analyses 200 Points
3. Leader for Class Discussion 250 Points
4. Position Paper 400 points
5. Physical Activity/Education Policy Presentation 250 points

Total points: 1400

Extra Credit Opportunities:

1. MAHPERD 50 Points
2. Wheelchair Basketball Game 25 Points

Total Points: 75

Grading Scale:

A = 100-92  B - = 81-80
A- = 91-90  C+ = 79-78
B+ = 89-88  C = 77-72
B = 87-82  F = 71 and below

Enrollment/Withdrawal Policy:

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-
4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Wayne State University Writing Center:**

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/).

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).