

THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE OF HEALTH SCIENCES
KINESIOLOGY DEPARTMENT

UNIV 1301
Seminar in Critical Inquiry

COURSE DESCRIPTION AND RATIONALE

This course focuses on the concept of “transitioning from student to teacher” during the university experience. We will explore the teaching profession in physical education through reading case studies, short stories, and articles to identify teacher responsibilities, tasks, skills, and challenges. We will look at the current state of physical education in the public schools and the “new physical education” that is evolving to meet the needs of today’s students. To facilitate understanding of teaching physical education, students will have opportunity to observe physical education classes and interact with students, student interns and clinical faculty in physical education in order to actively explore teaching from the student and teacher point of view. Structured in-class exercises and take home assignments will provide guidance for students to begin “thinking like teachers”.

COURSE LEARNING OUTCOMES

A student who successfully completes this course will:

1. Strengthen academic performance and facilitate transition into college
2. Enhance essential academic skills: *critical thinking and problem solving; oral, written and electronic communication; electronic and library research; study skills.*
3. Increase student/student and student/faculty interaction in and outside of class
4. Encourage students’ self-assessment and goal clarification
5. Increase students’ involvement with UTEP activities and resources

CLASS MEETINGS

| Day | Time | Location |
|-------|--------------|----------|
| T & R | 9:00 – 10:20 | |

INSTRUCTOR

Roina Baquera-Shaw, MS
Health Sciences Bldg #517
(O) 747-7240
ribaquera@utep.edu
Office Hours: M 9:00 AM – 12:00 PM, T 10:30 AM – 12:00 PM
Wednesday-Friday by appointment

PEER LEADER

UGLC Room #
Phone:

ACADEMIC ADVISOR

LIBRARIAN

Kristen Sanchez

747-5066

gksanchez@utep.edu

REQUIRED TEXT

Entering Student Program, University of Texas – El Paso. (2007). *Borders: Crossing into Your Future*. Plymouth, MI: Hayden-McNeil. *2nd Edition*

THE ROLE OF WEBCT

This semester we will use WebCT for submissions of assignments, reflections, and out of class discussions. The purpose of using WebCT in this course is to help you get used to online coursework and to increase communication and community. You will also post items on the Discussion Board when appropriate. Instructions will be given when needed.

- **Discussion Board (Group Work):** You will be reading articles and discussing the readings with your classmates on a discussion board. The discussion board is located in WebCT (<http://WebCT.utep.edu>).
- The deadline for postings will normally be 11:00 PM Mondays. Other deadlines for postings and replies are also listed in the syllabus.
- **You can view the syllabus, handouts, assignments, discussion boards, course calendar, and other supplemental material related to this course on WebCT.** You can also send e-mails to your fellow classmates or to me through WebCT – always remember to include an appropriate subject line to prevent your e-mail from going into the junk mail folder. Please note that you cannot use the WebCT e-mail system to send e-mail to anyone outside the class OR to e-mail me at my UTEP e-mail address.
- **You must get into the habit of checking WebCT at least once a day to make sure you do not miss any important announcements which will be posted on the homepage.**

STUDENT RESPONSIBILITIES

1. If you are going to be absent from class, contact the instructor or one of your team members **before** class and if your excuse is considered reasonable by your team and the instructor, an excused absence will be given. Your team members will record your absence. Informing the people you are to meet with in advance is part of professional conduct. According to the Undergraduate Catalogue "The student is expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of extended absences." There will be *no negotiation* on absenteeism and be aware that appearing more than 10 minutes past the scheduled starting time of the course is also an absence. If accumulated absences are greater than three (four and up) you will fail the class and receive a grade of "F".
2. **Read chapters and reading assignments ahead of time** so you can successfully participate in IRATs and TRATs, ask and answer questions, complete assignments, and be involved in discussion/assignments.
3. The rule of thumb for time planning for a course is approximately 3 hours for every credit hour taken. This is a standard figure recommended across the board by American universities. So for this course you should expect to spend:

- 3 hours of class time per week + 9 hours of study and prep time = 12 hours of class, study and prep time per week for this class.
- 12 hours per week X 15 weeks = 180 hours of class, study and prep for this class this semester.

Bear in mind that there may be days where you will not need even half of that time, but there will be days where you will need the full quota of time. So plan ahead and get caught up on readings/assignments in advance on slow days.

4. If you have a cell phone you should either turn the cell phone off or set it to silent or vibrate during class. **DO NOT** answer any calls in class. Leave your cell phone out of sight (like in a purse or backpack).

GRADE DETERMINATION PROCEDURES

| Category | % of Grade | Points Possible | Points Made |
|-------------------------------------|------------|-----------------|-------------|
| INDIVIDUAL Assessment | | | |
| Readiness Assessment Tests | | 120 | |
| <input type="checkbox"/> IRAT 1 | | 20 | _____ |
| <input type="checkbox"/> IRAT 2 | | 20 | _____ |
| <input type="checkbox"/> IRAT 3 | | 20 | _____ |
| <input type="checkbox"/> IRAT 4 | | 20 | _____ |
| <input type="checkbox"/> IRAT 5 | | 20 | _____ |
| <input type="checkbox"/> IRAT 6 | | 20 | _____ |
| Tickets to Class | | 100 | |
| • TTC 1 | | 10 | _____ |
| • TTC 2 | | 10 | _____ |
| • TTC 3 | | 10 | _____ |
| • TTC 4 | | 10 | _____ |
| • TTC 5 | | 10 | _____ |
| • TTC 6 | | 10 | _____ |
| • TTC 7 | | 10 | _____ |
| • TTC 8 | | 10 | _____ |
| • TTC 9 | | 10 | _____ |
| • TTC 10 | | 10 | _____ |
| Online Participation | | 70 | |
| ▪ Unit 1 | | 10 | _____ |
| ▪ Unit 2 | | 10 | _____ |
| ▪ Unit 3 | | 10 | _____ |
| ▪ Unit 4 | | 10 | _____ |
| ▪ Unit 5 | | 10 | _____ |
| ▪ Unit 6 | | 10 | _____ |
| ▪ Unit 7 | | 10 | _____ |
| Reflective Learning Statements | | 80 | |
| <input type="checkbox"/> RLS 1 | | 10 | _____ |
| <input type="checkbox"/> RLS 2 | | 10 | _____ |
| <input type="checkbox"/> RLS 3 | | 10 | _____ |
| <input type="checkbox"/> RLS 4 | | 10 | _____ |
| <input type="checkbox"/> RLS 5 | | 10 | _____ |
| <input type="checkbox"/> RLS 6 | | 10 | _____ |
| <input type="checkbox"/> RLS 7 | | 10 | _____ |
| <input type="checkbox"/> Final RLS | | 10 | _____ |
| TEAM Assessment | | | |
| Readiness Assessment Tests | | 120 | |
| <input type="checkbox"/> TRAT 1 | | 20 | _____ |
| <input type="checkbox"/> TRAT 2 | | 20 | _____ |
| <input type="checkbox"/> TRAT 3 | | 20 | _____ |
| <input type="checkbox"/> TRAT 4 | | 20 | _____ |
| <input type="checkbox"/> TRAT 5 | | 20 | _____ |
| <input type="checkbox"/> TRAT 6 | | 20 | _____ |
| Team Final Project and Presentation | | 100 | _____ |
| Teamwork Behavior Evaluation | | 100 | _____ |
| Total Points Possible | | 810 | |

GRADING SCALE (the lowest passing grade for KIN majors = C)

| | |
|---|-----------|
| A | 729 – 810 |
| B | 648 – 728 |
| C | 567 – 647 |
| D | 486 – 568 |
| F | 0 - 485 |

Readiness Assessment Tests. There will be 6 Readiness Assessment Tests (RATs) given as indicated on the Tentative Schedule. Each RAT will be given to you as an individual and then to your team as a whole. Your individual and your team score both count. In order for you to do well on the RATs, you will need to prepare **BEFORE** class by reading your text and completing the Ticket to Class. There are three (3) parts to the RAT process: (1) the individual RAT, (2) the team RAT, and (3) the team appeals. The RAT process will take about 45 minutes; the rest of the class session will be used to elaborate on the major concepts in the chapters covered by the RAT. This process allows you to check your own understanding of the material against that of the other students and against the opinion of the instructor. Using this process, you will go over the material three times with immediate feedback, which should help your understanding substantially. Learning means changing your knowledge, your thinking, your actions, your connections with others and self, and caring about these changes.

Scholastic Honesty and Student Discipline:

Scholastic dishonesty (which includes the attempt of any student to present the work of another as his/her own, or any work which s/he has not honestly performed, or attempting to pass any examination by improper means) is a serious offense and will subject the student to disciplinary action. The aiding and abetting of a student in any dishonesty is held to be an equally serious offense. All alleged acts of scholastic dishonesty will be reported to the Dean of Students for disposition. It is the Dean of Students' responsibility to investigate each allegation, dismiss the allegation, or proceed with disciplinary action in a manner which provides the accused student his/her rights of due process. (See Undergraduate Catalogue).

Professional Conduct

During this course, you will be expected to deal with your subject area, colleagues, and yourself as a professional. Approach learning with offensive strategies rather than with defense and evasion. Demonstrate pride in your chosen profession through both your actions and your attitude. This includes being on time for class and coming to class prepared. **Attendance is required. Contact the instructor if you are going to miss a class.**

UTEP seeks to provide reasonable accommodations for all qualified individuals with disabilities. This university will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Disabled Student Services (747-5148) and to contact the faculty member in a timely manner to arrange for appropriate accommodations.

