



School of Human Kinetics and Recreation  
**HKR 4420 – Issues in Physical Education**

**Intents**

This course will provide an overview of the issues confronting physical and health education by exploring topics from academic research, becoming involved in discussion, and performing and evaluating student led seminars. The focus will be on critically analyzing issues and trends in the field of physical education, health education and sport, with an emphasis on understanding and connecting the impact on education, society, and culture. The course will consist primarily of student lead seminars with little formal instruction. The course is targeted at students who are entering the final year of their degree in the SHKR. It is meant to provide an environment for students to integrate and consolidate the knowledge and experience they have gained to date and as such give them a better sense of their future professions.

**2021**

T – Th – 2:00pm to 3:15pm – January 12 – April 8

Winter Semester break – February 22 – 26

Drop Date without Academic Prejudice – March 3

Instructor: Dr. Jeff R. Crane

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Office Hours: By WebEx appointment (booked via email)

Class location: Remote through D2L and the use of Webex

Class Format: Lectures will be held both through synchronous and asynchronous learning platforms (see class schedule)

## **Land Acknowledgement**

*We respectfully acknowledge the territory in which we gather as the ancestral homelands of the Beothuk, and the island of Newfoundland as the ancestral homelands of the Mi'kmaq and Beothuk. We would also like to recognize the Inuit of Nunatsiavut and NunatuKavut and the Innu of Nitassinan, and their ancestors, as the original people of Labrador. We strive for respectful relationships with all the peoples of this province as we search for collective healing and true reconciliation and honour this beautiful land together.*

## **Readings**

Course notes and any supportive/supplemental reading documents required for the course will be uploaded to D2L each week.

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## **Course Objectives**

By the end of this course the student should understand and be able to:

1. identify academic research (quantitative and/or qualitative) that will support and/or promote physical and health education as a successful tool that encourages lifelong participation in physical activity
2. explore current issues and trends in the field of physical and health education
3. understand the historical, social, political, and cultural contexts of physical and health education
4. engage in discourse related to topics of interest in physical and health education
5. express disagreements that are grounded in research and knowledge, and related to the present and future of physical and health education as a field of study
6. develop skills that facilitate the communication of ideas and constructive dialogue
7. understand how to research articles, journals, books, etc... using online database(s)
8. understand and demonstrate how to cite and reference academic literature in proper APA format

**Learning management system D2L:** This course will use D2L as a method of communication to provide students with course materials (i.e. course syllabus, course schedule & scheduling changes, if needed). The instructor and presenters will communicate with students using D2L mail therefore you should check your account regularly. You will need a MUN login ID to access D2L. More information can be found at <https://online.mun.ca/>

**Virtual Classroom meetings WebEx:** This course will use WebEx as a platform for our virtual lectures. Given there is a synchronous component to the class, students who are unfamiliar with this platform can find more information here: <https://blog.citl.mun.ca/technologyresources/other-edtech/webex-getting-started/>

**A Positive Learning Experience:** Education is a social activity. There is a lot of collective knowledge, insight, and abilities within the class. Your peers are your greatest learning asset. It is very important that you respect and listen to each other. The classroom is based on an open environment, and you must be respectful of everyone's opinions and comments, even if you disagree. Try and keep things in perspective, and remember that the class will run as a seminar-based discussion, Therefore, it is your responsibility to

adequately prepare for these lectures as that will heavily influence the quality of each discussion. In addition to the instructor's questions, it is expected that students will formulate questions and comments in advance of class that will be used in our discussions. Regular class attendance is expected.

### **Course Assignments and Evaluation**

Course Evaluation:	Value:	Date:
1) In Class Essays (5% x2)	10%	Jan 30th and Feb 4th
2) Case Study Group Presentation	20%	February 9th, 11th and 16th
3) Issue Seminar	45%	Intro Mar 2nd Seminars begin Mar 4th
4) Peer Seminar Evaluation	5%	Ongoing
5) Participation	20%	Ongoing

1) In Class Essays: These assignments are intended to document your engagement with and critical responses to what you have read and/or what is discussed in the course with relation to physical and health education issues. There will be two opportunities for written/reading responses during the semester. If you are not able to complete these in the time frame provided, you will be unable to complete this assignment at another time... Sufficient time will be provided during class for in-class responses to class materials and for the integration of class readings and class discussion. Consider these "open book". You must complete your own individual work unless otherwise stated by the instructor. You should use full sentences and proper paragraph formation in writing your response. While there is not a defined word count for submission, it is necessary that you demonstrate that you have completed the required course reading and thought about and engaged with the cumulative course content. Criteria for evaluation include those normally included in the evaluation of all written assignments, as well as: evidence of comprehension, critical analysis and insight; clarity of expression; and completeness. Note: Responses that summarize readings and/or document personal responses only (i.e. I really liked this reading...) and/or personal experiences and feelings without discussion of the required course readings or discussion topic will be assessed as not having fully met the requirements of the assignment. (see grading rubric)

#### 2) Case Study Group Seminar:

As part of a group, you will have 25 minutes to present your innovative approach to addressing an issue in PHE. Consider this to be like "Dragon's Den" where as a future teacher you will pitch your concept and idea to judges (school district) who will take your ideas and potentially turn them into practical solutions for our province.

***See Assignment information for full details on D2L***

#### 3) Issue Seminar:

During the first week, you will determine a topic area in which you will lead a seminar and a descriptive and analytic discussion of a particular issue in the area of physical and health

education, sport, physical activity perspectives, research, health, fitness, or lifestyle industry. The instructor must approve the topics chosen... Students are responsible for all aspects of the presentation including any reading material for the class via D2L and a class email prior to the seminar (pre-seminar abstract). You must include **at least 3** articles in your research of your issue and use/summarize the research findings in your seminar. Materials selected must be available online through the Memorial University Library system, government websites or other reputable sources.

Your Issue Seminar should contain the following:

- In Class Introduction (5%)
- Pre-Seminar Abstract (D2L post and class email 2 days prior)
  - annotated bibliography style with questions
- Seminar (45-60 min) (40%)
  - Discussion/Debate (15 min)

*See Assignment information for full details on D2L*

#### 4) Peer Seminar Evaluation

You will be required to provide a written evaluation of the seminars by your peers. An evaluation schedule and a detailed rubric will be made available on D2L. These evaluations must be done independently and are to be submitted prior to the end of class on the day of the presentation. You are encouraged to be constructively critical of your classmates' work in these evaluations.

#### 5) Participation:

Twenty percent of the final grade is based on the expectation that students will fully participate in all classes:

- Excellent – Proactive participation through leading, informing, challenging contributions that reflect in depth study, and analysis of the topic under consideration. This does NOT mean dominating discussion or using a lot of words to say a little (16-20pts)
- Satisfactory – Reactive participation with supportive, follow up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought and contemplation (11-15 pts)
- Minimally Acceptable - Passive participation including being present, awake, alert, attentive but not actively involved (6-10pts)
- Unsatisfactory – Uninvolved including being absent and/late regularly, present but not attentive, sleeping, disengaged, making irrelevant contributions that inhibit the progress of discussion, using inappropriate, disrespectful language (0-5pts)

#### Policies

All assignments must be handed in on the relevant due dates identified; See the weekly calendar below for this semester's breakdown. See assignment descriptions above and on D2L. Course work submitted late will not be accepted. This includes circumstances where individual extensions are requested. Individual extensions will only be given with documentation provided from a physician or in the unfortunate circumstance of an emergency. Extensions must be

requested before the applicable due date. You must provide written notice within 24 hours of missing the due date to advise your instructor of your situation.

Students should make and keep copies of all their assignments and materials used in the event that the instructor does not receive the assignment or there is a question of the ownership of the material. If there is a dispute about an assignment that you have completed but has not been recorded as complete, it will be your responsibility to prove that you have completed the given assignment.

### **Grading**

Students should familiarize themselves with University regulations relating to grading.

### **Academic Integrity**

Students and faculty at Memorial University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education.

Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action. Students are expected to be familiar with Memorial University's regulations on Academic Misconduct (Section 6.12 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offenses. The regulations also describe the procedures for dealing with allegations and the unit level as well as the university level, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to a rescindment of the degree. A lack of familiarity with Memorial's regulations on academic misconduct does not constitute a defense against its application.

If an instructor alleges that academic misconduct has occurred for evaluative instruments worth between 15-39% the course instructor is required to submit the student's work along with a summary of the allegation to the SHKR Committee for Academic Integrity for consideration and a decision. Any allegations of misconduct that occur with evaluative instruments worth 40% or more of the final grade or final examinations are automatically sent to the Senate Committee on Undergraduate Studies for consideration.

Further information on academic integrity is outlined in the University Calendar 6.12:

<http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748> Information regarding

acceptable writing practices is available through the Writing Centre at

<http://www.mun.ca/writingcentre/>

Grade	Percentage	Description
A	80 – 100	Indicates excellent performance with clear evidence of: A comprehensive knowledge of the subject matter and principles treated in the course, a high degree of originality and independence of thought, a superior ability to organize and analyze ideas, and an outstanding ability to communicate.
B	65 – 79	Indicates good performance with evidence of: A substantial knowledge of the subject matter, a moderate degree of originality and independence of thought, a good ability to organize and analyze ideas, and an ability to communicate clearly and fluently.
C	55 – 64	Indicates satisfactory performance with evidence of: An acceptable grasp of the subject matter, some ability to organize and analyze ideas, and an ability to communicate adequately.
D	50 – 54	Indicates minimally acceptable performance with evidence of: Rudimentary knowledge of the subject matter, some evidence that organizational and analytical skills have been developed but with significant weaknesses in some areas, and a significant weakness in the ability to communicate.
F	Below 50	Indicates and failing performance with evidence of: An inadequate knowledge of the subject matter, failure to complete required work, an inability to organize and analyze ideas, and an inability to communicate.

**Course Schedule - HKR 4420  
Winter 2021**

<b>Week</b>	<b>Day</b>	<b>Date</b>	<b>Content and Readings</b>	<b>Details</b>
1	Tues	Jan 12th	Welcome to 4420 Introductions - Course expectations - Outlines - Assignments Issues we face in PE - Discussion	
2	Thurs	Jan 14th	Issue 1: COVID - 19 Reading + Discussion Groups for Case Study and Issues Seminar	
2	Tues	Jan 19th	Issue 2:	
3	Thurs	Jan 21st	Issue 3:	
3	Tues	Jan 26th	In Class Essay	5%
4	Thurs	Jan 28th	Issue 4:	
4	Tues	Feb 2nd	Issue 5:	
5	Thurs	Feb 4th	In Class Essay	5%
5	Tues	Feb 9th	<b>Case Study Group Presentation</b> <b>Group 1:</b> <b>Group 2:</b>	20%
6	Thurs	Feb 11th	<b>Case Study Group Presentation</b> <b>Group 1:</b> <b>Group 2:</b>	20%
6	Tues	Feb 16th	<b>Case Study Group Presentation</b> <b>Group 1:</b> <b>Group 2:</b>	20%
7	Thurs	Feb 18th	Planning Day	
7	Tues	Feb 23rd	Winter reading Week: No Classes	
8	Thurs	Feb 2th	<b>Winter reading Week: No Classes</b>	
8	Tues	Mar 2nd	Issues in PE Seminar Introduction Presentations <b><i>EVERYONE PRESENTS</i></b>	5%

9	Thurs	Mar 4th	Issues in PE - Student Seminar Presenter: Topic: Evaluators:	40%
9	Tues	Mar 9th	Issues in PE - Student Seminar Presenter: Topic: Evaluators:	40%
10	Thurs	Mar 11th	Issues in PE - Student Seminar Presenter: Topic: Evaluators:	40%
10	Tues	Mar 16th	Issues in PE - Student Seminar Presenter: Topic: Evaluators:	40%
11	Thurs	Mar 18th	Issues in PE - Student Seminar Presenter: Topic: Evaluators:	40%
11	Tues	Mar 23rd	Issues in PE - Student Seminar Presenter: Topic: Evaluators:	40%
12	Thurs	Mar 25th	Issues in PE - Student Seminar Presenter: Topic: Evaluators:	40%
12	Tues	Mar 30th	Issues in PE - Student Seminar Presenter: Topic: Evaluators:	40%
13	Thurs	Apr 1st	Issues in PE - Student Seminar Presenter: Topic: Evaluators:	40%
13	Tues	Apr 6th	Issues in PE - Student Seminar Presenter: Topic: Evaluators:	40%
14	Thurs	Apr 8th	Issues in PE - Student Seminar Presenter: Topic: Evaluators:	40%