



Purdue University Department of Health and Kinesiology

EDCI 432 – Teaching Health & Safety in Secondary Schools
Fall 2008 Syllabus
MWF 1:30pm – 3:20pm
Beering Hall, Room 1222

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COURSE DESCRIPTION

Welcome to EDCI 432! Overall, this course is designed to enable you to become a more effective, professional health teacher. More specifically, this course will provide Health Teaching majors and minors the knowledge and practical skills necessary to teach comprehensive school health education (CSHE) in middle, junior and senior high schools, as part of a coordinated school health program (CSHP). It will also facilitate the transition from student teacher to professional educator. Students successfully completing this course will be equipped to meet the competencies associated with licensure as a health teacher / educator.

COURSE OBJECTIVES

By the conclusion of this course, you will be able to:

1. Define and explain contemporary concepts of coordinated and comprehensive school health education.
2. Describe the role of school health educators in CSHP and CSHE.
3. Develop developmentally and culturally appropriate strategies and materials for providing health education.
4. List practical management techniques for the secondary school classroom.
5. Write specific, measurable learning and behavioral objectives.
6. Create developmentally and culturally appropriate lesson plans for the delivery of health education content.
7. Identify ethical issues commonly faced by health educators
8. Develop a CSHE unit plan.
9. Articulate a personal teaching philosophy.



10. Anticipate, identify and diffuse situations leading to student conflict.
11. Discuss how culture, heritage, race, gender, and heredity influence health behaviors.
12. Describe the characteristics of effective teachers.
13. Utilize effective verbal and nonverbal communication techniques that promote inquiry, collaboration, and engagement.
14. Describe the educator's role in reporting and preventing child abuse.
15. Identify major causes of adolescent student morbidity and mortality.
16. Explain the role of nutrition in the learning process of adolescents.
17. Describe the impact of various risk factors – intrapersonal, interpersonal, and environmental – on student health behavior.

COURSE TEXT & OTHER MATERIALS

There is no required text for EDCI 432. Course content will be delivered via a series of classroom lectures, discussions and activities. In addition, other scholarly materials, such as journal articles, will be utilized to expose students to relevant topics.

Students will be required to obtain the following material to ensure satisfactory completion of this course:

- 2 cassette tapes
- Task Stream Membership

CLASS FORMAT / STRUCTURE

A combination of lectures, class discussions, and in- and out-of-class assignments will be used to cover the content for this course. All assignments will measure *individual* performance.

WHAT YOU CAN DO TO BE SUCCESSFUL IN EDCI 432

1. Take ownership of your education and learning experience.
2. Study the material for each class *prior* to coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to the discussions.
3. Be an active participant in class discussions and activities. This can be achieved by:
 - a) Completing your readings, and
 - b) Contacting your instructor if you have any questions or require clarification.
4. Be present at all class meetings. In order to contribute to the overall productivity of the class, you must be here. Please inform the instructor of any scheduling conflicts prior to the beginning of class. (See Attendance Policy below).
5. Inform your instructor whenever there is a problem related to the class and/or whenever you feel the need to clarify questions or further explore topics of particular interest.
6. Respect the viewpoints and contributions of your instructor and fellow classmates.
 - A) University Regulations, Part 5 – Student Conduct, asserts:

“While freedom of thought and expression is the lifeblood of our academic community, the maintenance of civility is a precondition to the vigorous exchange of ideas, and it is the policy of the University to promote civility in all forms of expression



and conduct. The University thus believes that any expression or act of intolerance or discrimination—whether based on race, gender, religion, color, age, national origin, disability, status as a Vietnam-era veteran, or on any other basis—is repugnant and inimical to our most basic values.”

ATTENDANCE POLICY

Attendance is the first requirement for successful completion of this class and the means to receive optimal benefit for your time and money. Attendance *will* be checked *each* class period. Points *will not* be deducted from your overall grade if you are unable to attend class; however, unannounced quizzes will be given sporadically throughout the semester (see Course Requirements and Grades below). Students who are absent on the day of a quiz will not be allowed to make-up the quiz unless they notify the instructor *prior* to the absence or have an approved reason for missing class. Consequently, all students will be held accountable for any information presented in class discussions, lectures, assignments and/or readings, whether they are present or not.

To avoid misunderstandings, portions of Purdue's *University Regulations, Part 2, Section VI – Classes, A. Attendance, 1. General Attendance Issues* are presented below:

“The University expects each student to be responsible for class-related work missed as a result of an unavoidable absence; this work may be made up at the discretion of the instructor.”

“Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observances, the student should inform the instructor of the situation as far in advance as possible and the instructor should strive to accommodate the student.”

“For unanticipated or emergency absences where advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by e-mail, phone, or by contacting the main office of the department that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, the student or the student's representative should contact the Office of the Dean of Students if the reported absence is expected to be for an extended period of time (normally a week or more). A member of the Dean of Students staff will notify the student's instructor(s) of the circumstances. The student should be aware that this intervention does not change in any way the outcome of the instructor's decision regarding the students' academic work and performance in any given course.”

Overall, the student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. The instructor will only consider absences meeting the following reasons as excused / approved:

- 1) Participation in an activity appearing on the University authorized list,
- 2) Death or major illness in a student's immediate family,
- 3) Illness of a dependent family member,
- 4) Participation in legal proceedings or administrative procedure that require a student's presence,
- 5) Religious holy day, and
- 6) Interview for a professional position



AMERICANS WITH DISABILITY ACT (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center at (765) 494-1247 or drc@purdue.edu. In addition, bring this issue to the attention of your instructor.

ACADEMIC DISHONESTY

Purdue prohibits “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty” (Part 5, Section III-B-2-a, *University Regulations*). Furthermore, the University Senate has stipulated that “the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest” (University Senate Document 72-18, December 15, 1972).

SOURCE: Akers, Stephen (1995). *Academic Integrity: A Guide for Students*. Purdue University. West Lafayette, In: Executive Associate Dean of Students. Revised 1999, 2003.

Examples of academic dishonesty include, but are not limited to:

- paying someone else to write a paper and submitting it as one’s own work
- giving or receiving answers by use of signals during an exam
- copying with or without the other person’s knowledge during an exam
- doing class assignments for someone else
- plagiarizing published material, class assignments, or lab reports
- turning in a paper that has been purchased from a commercial research firm or obtained from the internet
- using unauthorized notes during an exam

Plagiarism is a special kind of academic dishonesty in which one person steals another person’s **ideas** or **words** and falsely presents them as the plagiarist’s own product.

Examples of plagiarism include, but are not limited to:

- Using the exact language of someone else without the use of quotation marks
- Presenting the words or ideas of another without giving proper credit to the author
- Arranging the material of someone else, even if expressed in one’s own words, without giving appropriate acknowledgment
- Submitting a document written by someone else but representing it as one’s own

CONSEQUENCES OF ACADEMIC DISHONESTY

Individuals caught cheating or plagiarizing in EDCI 432: Teaching Health & Safety in Secondary Schools will be given a letter grade of F for the **entire** course. In other words, cheating – in any form – will not be tolerated.



COURSE REQUIREMENTS AND GRADES

Classroom Observations and Reflections (100 points)

Each student will be required to complete a minimum of 10 hours of on-site classroom observations in an approved, cooperating area school. All observation hours must be approved by the instructor prior to their completion. Students are expected to make consistent progress towards this total throughout the semester. Students will utilize the provided Observation Checklist form to document and reflect upon their experience.

Due: The Observation Checklist is due to the instructor three days after the observation has been completed.

Field Instruction Experiences and Reflections (100 points)

Each student will be required to complete a minimum of 10 hours of on-site classroom teaching in an approved, cooperating area school. All teaching hours must be approved by the instructor prior to their completion. Students are expected to make consistent progress towards this total throughout the semester. Students will log and reflect upon their respective teaching hours via the provided Field Teaching Checklist.

Due: The Field Instruction Checklist is due to the instructor three days after the instruction is completed.

Lesson Plans (100 points total: 10 @ 10 points each)

Each student will be required to have a comprehensive, carefully prepared lesson plan for each field instruction session. Lesson plans should be developed following the provided Lesson Plan Format sheet provided.

Due: Lesson Plans are due to the instructor one day prior to the respective field instruction experience.

Unit Plan (100 points)

Each student will be required to develop a comprehensive health education unit plan, including all necessary lesson plans and supplemental materials. This assignment is designed to meet the requirements of Gate C in the Teacher Education Program and must be uploaded to TaskStream.

Due: Completed Unit Plans are due to your instructor November 19th. Unit Plans must be uploaded to TaskStream *no later than* December 1st.

Teaching Philosophy (75 points)

Each student will be required to develop a personal Teaching Philosophy. Teaching Philosophies should range from 3-5 pages; however, there is no page requirement. Each student's paper should be created by following the guidelines provided in the Developing a Teaching Philosophy handout.

Due: Teaching Philosophies are due to the instructor November 3rd.

Cross Curricular Assignment (50 points)

Each student will be required to develop a set of materials and an associated strategy for integrating these health education concepts and/or skills in at least one other subject area. This assignment should be developed utilizing the provided Cross Curricular Assignment handout.

Due: Cross Curricular Assignments are due to the instructor October 20th.



Teaching Portfolio (50 points)

Each student will be required to create a Professional Teaching Portfolio. This collection should focus on exemplifying the student's 'best' work. Portfolios are required to contain the following pieces: (1) Teaching Philosophy, (2) Unit Plan, (3) Two separate lesson plans and their associated materials, (4) Cross Curricular Assignment, and (5) A statement regarding your personal evolution as an educator.

Due: Teaching Portfolios are due to the instructor December 1st.

Quizzes (100 points total: 10 @ 10 points each)

Quizzes will be given periodically throughout the semester to assess student's knowledge of course concepts and content (i.e. readings, lectures, assignments). Students who are absent on the day of a quiz will not be allowed to make-up the quiz unless they notify the instructor *prior* to the absence or have an approved reason for missing class (see attendance policy).

GRADE BREAKDOWN

Total Possible Course Points = 675

Letter Grade	Percentage	Point Value
A+	100.0 – 98.0	675.00 – 661.50
A	97.9 – 92.0	661.49 – 621.00
A-	91.9 – 90.0	620.99 – 607.50
B+	89.9 – 88.0	607.49 – 594.00
B	87.9 – 82.0	593.99 – 553.50
B-	81.9 – 80.0	553.49 – 540.00
C+	79.9 – 78.0	539.99 – 526.50
C	77.9 – 72.0	526.49 – 486.00
C-	71.9 – 70.0	485.99 – 472.50
D+	69.9 – 68.0	472.49 – 459.00
D	67.9 – 62.0	458.99 – 418.50
D-	61.9 – 60.0	418.49 – 405.00
F	59.9 – 0.0	404.99 – 0.0

In order to make sure that there is absolutely no misunderstandings, your instructor **does not** and **will not** give additional points towards your final grade. In other words, an **89.99% is a B**, etc. Therefore, please do not request additional points to increase your average.

COURSE OUTLINE

Transitioning from Student to Professional

- Ethics in Health Education and Teaching
- Teacher Professionalism



Becoming a Better Teacher

- Coordinated School Health Programs
- Translating Health Education Theory into Practice
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