TIME & PLACE  9:00 – 9:50 am MWF; Room 117 Silcox Physical Education and Health Center

INSTRUCTOR  Tom Carroll, M.Ed.

OFFICE HOURS  M & W 1:30- 2:30 pm and TTR 9:30 – 10:30 am or by appointment

OFFICE  Lab 113, Silcox Physical Education and Health Center

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PREREQUISITES  None


COURSE DESCRIPTION  This course is designed to teach the teacher candidate how to analyze, conduct, and demonstrate lifetime sport activities in a variety of teaching settings. Emphasis will be placed on methods for determining students’ capacities in relation to the various activities and teaching techniques appropriate to facilitate the acquisition of the various skills. Students will be expected to teach and perform skills in micro teaching sessions.


Live Text Web Portfolio Subscription

SOE MISSION  The Mission of the School of Education at the College/University of Charleston is the development of educators and health professionals who will lead a diverse community of learners toward an understanding of and active participation in a highly complex world. In pursuit of our mission, faculty and students will demonstrate the following principles of action: (1) intellectual curiosity and rigor, (2) reflective, research based practice, (3) collaboration and consensus building, (4) field oriented service and community outreach, and (5) cultural sensitivity and understanding.

CONCEPTUAL FRAMEWORK:

Standard 2. Demonstrate understanding and application of the critical attributes and pedagogy of the major content area. Teachers prepared in the School of Education will demonstrate understanding of the structure of their discipline by identifying…content. Once identified [this] … content will be organized and explained in terms that indicate how student learning will be facilitated.

Standard 3. Evidence a variety of strategies that optimize student learning. Teachers prepared in the School of Education will…possess the knowledge and skills required to use effective instructional practices and resources that support substantive and meaningful learning.

COURSE OBJECTIVES: Competencies gained within the course should enable the candidate to:

1. plan and teach the fundamentals of each activity to a beginning level student, (NASPE Standard 1.1 and NAPSE Standard 1.3)
2. demonstrate the correct form and technique used in the activities covered, (NASPE Standard 1.2)
3. demonstrate a knowledge of strategy and etiquette of the activities covered (NASPE Standard 1.4 and NASPE Standard 4.4)
4. demonstrate a knowledge of rules and scoring procedures of activities covered
5. identify the important considerations for using, selecting and caring for equipment, (NASPE Standard 4.2)
6. identify and plan for safety concerns in each activity, (NASPE Standard 1.6 and NASPE Standard 6.4), and
7. identify appropriate warm ups to accompany the various activities
8. assess each skill and provide appropriate feedback and corrective measures for student improvement(NASPE Standard 7.2; SOE VI; ETC II)

REQUIRMENTS:

10% Mini Teaching Episode
10% Lesson Plan
5% Rubric
3% Reflection
12% Written Examination
12% Skills Test
10% Curriculum Wiki
8% Classroom Observation (5 hours middle school and 5 hours at high school)
Teacher evaluation
Journal
6% Professional Activities
10% Participation
5% Mid-Term Exam
9% Final Exam

DESCRIPTION

1. **Mini-Teaching** Each student will be assigned a specific teaching topic for 2 out of the 4 units covered in PEHD 222. Students will develop a lesson plan for their topic following the format discussed in class and present their topic following their designed lesson plan. Lesson plans are due at the time of the mini-teaching episode. A hard copy must be brought to class. After corrections are made, a copy must be uploaded to OAKS so class members have access to each lesson for their WIKI assignment. Each mini-teaching episode will be video taped and a critical analysis (reflection) of their teaching (no more that one page) will be typed and submitted by the next class period. A rubric will be developed based on the mini teaching episode and submitted the day of the mini-teaching episode. Each student is required to demonstrate the skill being taught.

2. **Skills test**: Each student must pass a skills test in each of the activities covered by scoring no lower than 70% on each skills test. Students will be given a skills test on each activity at the end of the activity unit.

3. **Examinations**: Students will take an exam on each activity at the end of the activity unit. Exams will cover rules, terminology, strategy, etiquette, scoring, and teaching tips. A final exam will be scheduled during exam week.

4. **Curriculum Wiki**: Each student will develop a curriculum WIKI covering each unit. Each topic area will outline the rules, etiquette, scoring, equipment, safety, critical elements of the fundamental skills, lesson plans, rubric and any other information that may enhance the teaching of the topics.

5. **Classroom Observation**: Each student will spend 10 hours observing a Physical Education class in an elementary school. A journal will be completed following each observation outlining the student’s visits. The supervising teacher will fill out an evaluation of each student.
6. **Professional Activities**: Each student will maintain a level of participation in professional activities throughout the semester. Professional activities are different for each person depending on your area of interest. The question you need to ask yourself when determining if it is “professional” is “are you benefiting professionally from your involvement?” You may not get paid for your volunteer experience. A write-up/journal must be submitted on your WIKI to receive points for each activity. These activities are recommended but not limited to student participation:
   a. First Aid/CPR certification must be valid through the last day of class (40 points)
   b. Jump Rope for Heart (6 points per active hour + 6 points for money raised)
   c. Attendance at SCAHPERD convention (60 points)
   d. Attend a HHP Majors Club, SSMA, or applicable student-organization meeting (10 pts./meeting)
   e. Serve as an officer or an event coordinator for a club-sponsored event (15 pts. + 6 pts/active hour)
   f. other or additional volunteer experience (6 pts. per active hour)
   g. other activities that assist with professional development (6 pts. per hour)

7. **Class participation**: Contributions to class discussions are expected and each candidate will be held responsible for all class lectures and assignments. All assignments (written and oral) should reflect creativity. All written assignments must be computer-generated and submitted electronically using OAKS unless stated otherwise. Each student is required to attend EVERY class regardless if they are teaching that class period or not.

8. **Exams** (Mid term and Final exam) The mid-term exam will be Friday, October 7th. The final exam will be taken on **Wednesday, December 14th at 8 am**.

**EVALUATION SCALE**:

A  = (90-100%)
A- = (88-89%)
B+ = (85-87%)
B  = (80-84%)
B- = (78-79%)
C+ = (75-77%)
C  = (70-74%)
C- = (68-69%)
D+ = (66-67%)
D  = (64-65%)
D- = (62-63%)
F  = (<62%)

**EVALUATION CRITERIA**:

- 2 Mini Teaching Episodes (40+60 points) 100 points
- 2 Lesson Plans (40+60 points each) 100 points
- 2 Rubric (25 points each) 50 points
- 2 Reflections (15 points each) 30 points
- 4 Written Exams (30 points each) 120 points
- 4 Skills Test (30 points each) 120 points
- Curriculum WIKI 100 points
- Classroom Observation
  - Teacher Evaluation 50 points
  - Student Journal 30 points
- Professional Activities 60 points
- Participation 100 points
- Mid Term Exam 50 points
- Final Exam 90 points
- Total Points 1000 points

**COURSE CONTENT**:

Unit I  Table Tennis
   A. Rules/scoring, etiquette, and equipment
   B. Fundamental skills and technique
   C. Strategy/Critical Thinking
D. Teaching Considerations
E. Micro teaching sessions
Required readings (available on OAKS):
http://www.usatt.org/organization/instructors_guide.pdf
http://www.usatt.org/rules/index.shtml

Unit II  Personal Fitness
A. Safety, Components, Principles
B. Fundamental technique and procedure
C. Strategy/Program Design
D. Teaching Considerations
E. Micro teaching sessions
Required readings: Course text chapters 11 and 22
http://www.exrx.net/Exercise.html

Unit III  Pickleball
A. Rules/scoring, etiquette, equipment, and courts
B. Fundamental skills and technique
C. Strategy
D. Teaching Considerations
E. Micro teaching sessions
Required readings: Course text chapter 17

Unit IV  Badminton
A. Safety, equipment, and set up
B. Fundamental skills and technique
C. Specific training techniques
D. Teaching Considerations
E. Micro Teaching Sessions
Required readings: Course text chapter 4
Simplified Scoring Guide

WEBSITES:
PE Central: pecentral.vt.edu
PE Links: pelinks4u.org
USA sport specific sport organizations

JOURNAL RESOURCES:
Journal of Teaching in Physical Education
Strategies
The Physical Educator
Journal of Physical Education, Recreation, and Dance

ATTENDANCE POLICY:
Your presence is required in each class. Every absence will result in a point deduction from your participation grade. An excused absence does not excuse one from the material covered. Excused absences may be granted for: Documented Student illness by Campus Wellness Center or written notice from an off campus health professional, Death in the family or close friend, Student hospitalized, Documented personal tragedy, Documented athletic events, and others. If you are not present when roll is called and choose to enter class late, you are considered tardy. Being tardy two times equals one absence. Students will not be withdrawn for excessive absences, but will lose points as per stated above.

EXAMINATION
POLICY: Exams must be taken during the assigned time period unless arrangements are made prior to the test date.

ASSIGNMENT DUE DATE POLICY: Assignments are due at the beginning of class on the assigned dates. On-line assignments must be posted prior to the closing date. Failure to post properly on OAKS will result in a zero (0) for that assignment. NO assignment will be accepted late without prior arrangements or documented proof of absence. Lesson plans must be turned in prior to each mini-lesson taught. Failure to do so will result in a zero (0).

PROVISIONS FOR STUDENTS WITH SPECIAL NEEDS: The College of Charleston and I are committed to the full inclusion of all students. Students who by nature of a documented disability, require academic accommodations should contact the professor immediately. Please do not wait till a difficulty is encountered to communicate such requests.

MAKE UP POLICY: Late assignments will not be accepted beyond the due date. All make up exams must be made up within one week of the original exam date. Re-scheduling is the student’s responsibility.

HONOR SYSTEM: Students must do their own work. Please see the 2011 – 2012 Student Handbook (Academic Honor System) for a description of the College’s Honor System which is fully supported in this class.

HONOR CODE AND ACADEMIC INTEGRITY: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include
accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf

This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.