TIME & PLACE
9:00-9:50 MWF; Room 117/215 (Gym) Silcox Physical Education Center

INSTRUCTOR
Karen M. Smail, Ph.D.

OFFICE HOURS
Monday – Friday 1:00-2:00 or by appointment

OFFICE
Rm. 312, Silcox Physical Education and Health Center

PHONE/FAX/EMAIL
(843) 953-8247/Fax (843) 953-6757
Email: smailk@cofc.edu

PREREQUISITES
None

GRADING

COURSE
Designed to teach the teacher candidate how to design, demonstrate, and analyze
descriptions of lifetime sports activities in a variety of teaching settings.

DESCRIPTION
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 mini teaching sessions. Candidates will be required to do field observations hours in approved Elementary Physical Education settings.

COURSE TEXT

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

REQUIREMENTS:

12% Mini Teaching Episode (1 on each activity)
12% Lesson Plan (1 on each activity)
4% Rubric (1 on each activity)
4% Reflection (1 on each activity)
20% Written Examination (1 on each activity)
17% Skills Test (1 on each activity)
8% Curriculum Notebook
4% Classroom Observation (10 hours elementary school)
   * Teacher evaluation
   * Journal
9% Professional Activities
5% Mid term Exam
8% Final Exam
Bonus Assignments

DESCRIPTION OF PROJECTS:

1. **Class participation (non graded):** contribution 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 and all written assignments must be computer generated and may be submitted electronically or hard copy. Each student is responsible to attend EVERY class regardless if they are teaching that class period or not. See attendance policy listed at the end of the syllabi. When the candidate is teaching in their mini episode or completing their hours for field observation it is expected that the College of Charleston Teacher Education polo shirt is worn. See course instructor for further details.

2. **Test questions (non graded):** Each student will develop and submit a minimum of 2 test questions relating to the content of their mini teaching episode and reflect the objectives stated in their lesson plan. Due at the beginning of class on the day of their mini teaching episode.

3. **Mini Teaching Episode**  Each student will be assigned a specific teaching topic covered in PEHD 223. Each student will develop a lesson plan for their topic following the format discussed in class and teach their topic following their designed lesson plan. Lesson plans are due at the time of the mini teaching episode and
distributed to class members through WebCT. 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 content of the mini teaching episode and submitted the day of the mini teaching episode as part of the lesson plan. Each student is required to demonstrate the skill being taught. Students will be required to purchase a 120 minute videotape for this project.

4. **Skills tests**: 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. If the student is unsuccessful (<70%) the student will be required to develop a practice plan and redue the skills test until they successfully pass.

5. **Written tests**: Students will take a written test on each activity at the end of the unit. Exams will cover rules, terminology, strategy, etiquette, scoring, and teaching tips. The tests will be administered through WebCT.

6. **Curriculum Notebook**: Each student will develop a curriculum notebook covering each topic covered during the course of the semester. 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.

7. **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.

8. **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 must be submitted to receive points for each activity. These activities are recommended but not limited to student participation:
   a. First Aid/CPR certification (valid through April 27, 2009) (10 pts)
   b. Jump Rope for Heart (Fri. Feb. 19) (Participant 5 pts) (Volunteer 5 pts.)
   c. Health Fair (Wed. March 24) (Participant 5 pts.) (Volunteer 5 pts.)
   d. Copper River Bridge Run (Participant/volunteer) (10 pts)
   e. PEH Club/SSMA meetings, officer, event coordinator (max. 20 pts)
   f. Attend the SDAHPERD convention in Myrtle Beach SC Feb. 10-14, 2010 (attend/participate 30 pts.)
   g. Attend the SC Council for Exceptional Children Conference. Feb 25-27, 2010 Myrtle Beach, SC (30 pts.)
   h. other volunteer experience (1 pt. per hour/session) (max. 10 pts)
   i. other activities that assist with professional development (1 pt. per hour/session) (max. 10 pts.)
9. **Exams** (Mid term and Final exam) Mid term exam will be scheduled during regular class time. See the course calendar on WebCT for the specific date. The **final exam** will be written on Wed. May 5 from 9-10 in Rm. 117.

10. **Bonus Assignments**: Each student may attend a sporting event covering the units outlined in this course. The student must be a spectator and have no other responsibilities during the match. The basketball and softball units must be a College of Charleston sporting event, others must be at the Varsity level. Verify with the instructor the level of the match prior to attending to ensure it is of adequate competition level. A typed response must be submitted following the match as outlined in class.

**EVALUATION SCALE**

<table>
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<tr>
<th>Grade</th>
<th>Total Points</th>
<th>Percentage</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>573-640</td>
<td>70-74%</td>
<td>90-100%</td>
</tr>
<tr>
<td>A-</td>
<td>560-572</td>
<td>68-69%</td>
<td>88-89%</td>
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<tr>
<td>B+</td>
<td>541-559</td>
<td>(66-67%)</td>
<td>85-87%</td>
</tr>
<tr>
<td>B</td>
<td>509-540</td>
<td>(64-65%)</td>
<td>80-84%</td>
</tr>
<tr>
<td>B-</td>
<td>496-508</td>
<td>(62-63%)</td>
<td>78-79%</td>
</tr>
<tr>
<td>C+</td>
<td>477-495</td>
<td>(60-61%)</td>
<td>75-77%</td>
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<td>C</td>
<td>445-476</td>
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<td>&lt;75%</td>
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<tr>
<td>C</td>
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<td>&lt;62%</td>
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**EVALUATION CRITERIA:**

- 5 Mini Teaching Episodes (15 points each)  75 points
- 5 Lesson Plans (15 points each)  75 points
- 5 Rubric (5 points each)  25 points
- 5 Reflections (5 points each)  25 points
- 5 Written Exams (25 points each)  125 points
- 5 Skills Test (20 points each)  100 points
- Curriculum Notebook  25 points
- Classroom Observation
  - Teacher Evaluation  15 points
  - Student Journal  10 points
- Professional Activities  55 points
- Mid Term Exam  35 points
- Final Exam  50 points

Total Points  640 points

**COURSE CONTENT:**

**Unit I Basketball**

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 7*

**Unit II Volleyball**

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 40

Unit III Soccer  
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 30

Unit IV Softball  
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 31

Unit V Team Handball  
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 36

WEBSITES  
PE Central: pecentral.vt.edu  
Joe Paslov’s Lesson plans: men-ibers.tripod.com/-pazz/lesson.html  
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. If you are absent more than TWO times 5 points per additional unexcused absence will be deducted from your final grade average. 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 equal one absence. Students will not be withdrawn for excessive absents, but will lose points as per stated above.

EXAMINATION POLICY:  
Exams must be taken on the day assigned unless arrangements are made prior to the test date. If a student is absent on the day of an exam,
ASSIGNMENT DUE DATE POLICY:
Assignments are due at the beginning of class on the assigned dates. NO assignment will be accepted late without prior arrangements or documented proof of absence. Final discretion of acceptance of late assignments will be left up to the instructor.

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. This is the student’s responsibility.

HONOR SYSTEM:
See the most current issue of the College of Charleston Student Handbook (Academic Honor System)