Instructor: Michael A. Hemphill, Ph.D.
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Course meeting: Silcox 409 and Gymnasium


Course Description: This course is designed to teach candidates how to analyze, conduct, and demonstrate team 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 a series of teaching episodes.

School Mission: The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

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, Health and Human Performance 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, Health and Human Performance 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 1.1 and 1.3).
2. Demonstrate the correct form and technique used in the activities covered (NASPE Standard 1.2).

3. Demonstrate knowledge of strategy and etiquette of the activities covered (NASPE 1.4 and 4.4).

4. Demonstrate knowledge of rules and scoring procedures of activities covered.

5. Identify the important considerations for using, selecting, and caring for equipment (NASPE 4.2).

6. Identify and plan for safety concerns in each activity (NASPE 1.6 and 6.4).

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 7.2)

Requirements
1. Mini-teaching episode: Each student will be assigned a specific teaching topic for all of the 4 units covered in PEHD 223. Students will develop a lesson plan for their topic following the format discussed in class and provided on OAKS. Lesson plans must be presented as a hard copy to the instructor prior to the teaching episode. Following class, students must making any needed corrections to the lesson plan and upload it to OAKS. Each mini-teaching episode will be videotaped and a systematic analysis (reflection) of their teaching will be typed and submitted prior to the next class period. An assessment of student learning rubric will also be developed based on the mini teaching episode and should be included in the lesson plan.

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 comprehensive final exam will also be administered on Friday, May 1, at 8am.

4. Curriculum Portfolio: 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 must 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 confirming the participation of each student.

6. **Professional Activities**: Each student must maintain a level of participation in professional activities throughout the semester. Students are encouraged to choose activities that contribute to their professional growth in their intended career area. You may not get paid for the experience and it must be outside of any existing employment or campus activities. A journal describing the professional activities must be submitted to your WIKI. These activities are recommended but students may choose other options:
   a. First Aid/CPR certification must be valid through the end 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 meeting or an applicable student organization meeting (10 points per meeting)
   e. Other activities (6 points per active hour)

7. **Class participation**: Contributions to class discussions are expected and each candidate will be held responsible for all class activities. All 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. Failure to attend a classmate’s mini-teaching session will result in a 20 point loss from participation grade. Texting in class will result in a 10 point loss from participation grade as well. Arriving to class late will result in a 10 point loss from the participation grade. To assure maximum participation points, student should arrive in class on time, be prepared to participate, and help to facilitate class organization as needed.

8. **Exam**: The final exam will be taken on Friday, May 1, 8-11am

**Evaluation**:
- 4 Mini Teaching Episodes: 150 points
- 4 Lesson Plans: 120 points
- 4 Rubrics: 75 points
- 4 Reflections: 45 points
- 4 Written Exams: 100 points
- 4 Skills Test: 80 points
- Curriculum WIKI: 100 points
- Classroom Observation: 40 points
  - Student Journal: 40 points
  - Teacher Evaluation: 40 points
- Professional Activities: 50 points
- Participation: 100 points
Course Content: A daily calendar will be posted to OAKS and updated often. Students should be aware of the dates of their teaching assignments and present any potential schedule conflicts to the instructor.

Unit I Flag Football
A. Rules, scoring, etiquette, and equipment
B. Fundamental skills and technique
C. Strategy/critical thinking
D. Teaching considerations
E. Mini teaching sessions

Required readings: Course Text Chapter 14

Unit II Team Handball
A. Safety, components, principles
B. Fundamental technique and procedure
C. Strategy/program design
D. Teaching considerations
E. Mini teaching sessions

Required readings: Course text chapter 24

Unit III Soccer/Lacrosse
A. Rules, scoring, etiquette, equipment, and courts
B. Fundamental skills and techniques
C. Strategy
D. Teaching Considerations
E. Mini teaching sessions

Required readings: Course text chapter 16/21

Unit IV Softball
A. Safety, equipment, and set up
B. Fundamental skills and techniques
C. Specific training techniques
D. Teaching considerations
E. Mini teaching sessions

Required Readings: Course text chapter 21
**Attendance Policy:** Students are expected to attend and participate in each class meeting. Attendance will be recorded by the instructor each class based on the following categories: Present (100%), Late (75%), Absent (0%), and Authorized Absent (no credit or penalty). An authorized absence will only apply when verifiable documentation is presented to the instructor in advance. At the end of the semester, the instructor may excuse up to 2 absences based on exemplary participation in class and group activities. Students who miss a teaching episode are not guaranteed an opportunity to make up the assignments associated with the teaching episode.

**Center for Student Learning:** I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

**Center for Disability Services:** The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

**Websites:**
The New PE: http://thenewpe.com/
PE Central: http://www.pecentral.org/
PE Links: http://www.pelinks4u.org/
PE Scholar: http://www.pescholar.com/
Spark PE: http://www.sparkpe.org/
Teach PE: http://www.teachpe.com/
The Physical Educator: http://www.thephysicaleducator.com/

**Academic and Professional Journals:**
European Review of Physical Education
Journal of Physical Education, Recreation, and Dance
Journal of Teaching in Physical Education
Measurement in Physical Education and Exercise Science
The Physical Educator
Physical Education & Sport Pedagogy
Research Quarterly for Exercise and Sport
Sport, Education, and Society
Strategies: A Journal for Physical Educators