**Instructor:** Michael A. Hemphill, Ph.D.
**Office:** Silcox 311
**Office hours:** See OAKS
**Phone:** (843) 953-6056
**Email:** hemphillma@cofc.edu

**Course meeting:** Silcox 117 and Gymnasium


Required readings posted to OAKS.

**Course Description:** This course is designed to teach candidates 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 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 3 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 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 video taped and a critical analysis (reflection) of their teaching will be typed and submitted prior to the next class period. A 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 Wednesday, December 4 at 8am.
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 must spend 10 hours observing a Physical Education class in both middle and high 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 Monday, December 9, 8am

---

**Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Mini Teaching Episodes</td>
<td>150</td>
</tr>
<tr>
<td>3 Lesson Plans</td>
<td>120</td>
</tr>
<tr>
<td>3 Rubrics</td>
<td>75</td>
</tr>
<tr>
<td>3 Reflections</td>
<td>45</td>
</tr>
<tr>
<td>4 Written Exams</td>
<td>100</td>
</tr>
<tr>
<td>4 Skills Test</td>
<td>80</td>
</tr>
<tr>
<td>Curriculum WIKI</td>
<td>100</td>
</tr>
<tr>
<td>Classroom Observation</td>
<td></td>
</tr>
<tr>
<td>Student Journal</td>
<td>40</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>40</td>
</tr>
<tr>
<td>Professional Activities</td>
<td>60</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

---

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%

**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**

- **Table Tennis**
  - A. Rules, scoring, etiquette, and equipment
  - B. Fundamental skills and technique
  - C. Strategy/critical thinking
  - D. Teaching considerations
  - E. Mini teaching sessions

*Required readings: Table Tennis Rules and Instructor’s Guide*
Unit II  Personal Fitness
   A. Safety, components, principles
   B. Fundamental technique and procedure
   C. Strategy/program design
   D. Teaching considerations
   E. Mini teaching sessions
   
   Required readings: Course text chapters 12 and 22

Unit III  Pickleball/USTA Tennis
   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 17 and Pickleball Rules

Unit IV  First Tee Golf
   A. Safety, equipment, and set up
   B. Fundamental skills and techniques
   C. Specific training techniques
   D. Teaching considerations
   E. Mini teaching sessions
   
   Required readings: First Tee Certification Booklet and First Tee National School
   Program Booklet

Attendance Policy: Your attendance is required in each class. Being absent when a
classmate is teaching will result in a 25 point deduction from your participation grade.
Any potential excused absences must be presented to the instructor prior to the student
missing the class or it will not be considered excused. Being absent from class does not
excuse students from work done in class or what that may be due at class time.

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.