Instructor: Michael A. Hemphill, Ph.D.
Office: Silcox 309
Office hours: Monday 10:00 - 12:30; Wednesday 10:00-12:30
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Course meeting: Silcox 215


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 make any needed corrections to the lesson plan and upload it to OAKS. Each mini-teaching episode will be videotaped 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 3 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 both middle and high school (20 hours total). 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 (5 points per active hour)

7. **Class participation**: 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 receive an automatic 20 point deduction from the participation grade. Being late to on the date of a teaching episode will result in an automatic 10 point deduction.

8. **Exam**: The final exam will be taken on Wednesday, December 3, 8-11am

**Evaluation**:
- 3 Mini Teaching Episodes: 150 points
- 3 Lesson Plans: 120 points
3 Rubrics 75 points
3 Reflections 45 points
4 Written Exams 100 points
4 Skills Test 80 points
Curriculum WIKI 100 points
Classroom Observation
  Student Journal 40 points
  Teacher Evaluation 40 points
Professional Activities 50 points
Participation 100 points
Final Exam 100 points
Total 1000 points

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*

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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*

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**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](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.