INSTRUCTOR: Andrew H. Lewis, Ph.D.

OFFICE: Room 304, Bell South Building, 81 St. Philip Street

PHONE/EMAIL  (843) 953-0784 / lewisa@cofc.edu

TIME & PLACE: T & R 8:00-9:15; Room 117, Silcox Physical Education and Health Center

OFFICE HOURS: T&R 7:30-8:00 am and by appointment

COURSE OBJECTIVES: Competencies within the course should prepare candidates to:

1. describe the contributions of middle/secondary school physical education to the goals of general education as part of the school experience.

2. describe the place of physical education within the middle/secondary school curriculum and implications for curriculum planning, length of instructional units, and types of activities.

3. discuss how social, cultural, economic, and political factors of the community impact on the middle/secondary school physical education curriculum.

4. demonstrate professional commitment through membership and involvement in professional organizations and other enrichment experiences.

5. identify common growth and development characteristics and advocate for the needs of middle/secondary school students.

Learning Outcomes: 

1. I want students to research their assigned Oral Presentation topic, then create and prepare an oral presentation with power point slides lasting 10-12 minutes addressing all components as outlined on the syllabus and in the rubric. All students are expected to score 80% or higher.

2. Students must select two peer reviewed professional articles: Describe its content, analyze its importance to the profession, and compose a written one page single spaced reflection identifying all components. All students are expected to score 80% or higher per the rubric.

3. After researching their assigned Term Paper topic, students will summarize their findings. They will interpret the findings then create a written paper of 4-5 pages with support references as outlined in the rubric. Successful comprehension will be a score of 80% or higher.

4. Students are to remember and give comparable answers from lecture notes on Unannounced Quizzes. All students are expected to score 80% or higher on each quiz.

ATTENDANCE: Your presence is required in each class. If you are absent more than TWO times 3 points per additional unexcused absence will be deducted from your final grade average. Excused absences may be granted for: Documented Candidate illness reported by Campus Wellness Center or written notice from an off-campus health professional, Death in the family or of a close friend, Candidate hospitalized, Documented personal tragedy, Documented athletic events, and other. If you are not present when the roll is called and choose to enter class late, you are considered tardy. Being tardy two times equal one absence. Candidates will not be withdrawn for excessive absents, but will lose points as per stated above.


EXAMINATIONS: 

<table>
<thead>
<tr>
<th>Exam #1</th>
<th>(90 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #2</td>
<td>(90 points)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Individual and/or group projects</td>
<td>(170 points)</td>
</tr>
<tr>
<td>Article Critiques</td>
<td>(30 points)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>(20 points)</td>
</tr>
</tbody>
</table>

MAKE-UP EXAMS: Make-up exams are given at the discretion of the professor. Only extenuating circumstances warrant a make-up. It is the responsibility of the candidate to see the professor if a make-up is necessary.
REQUIREMENTS: 44.00% Various assignments and projects
56.00% Examinations

GRADING POLICY:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>500 - 450</td>
<td>90%-100%</td>
</tr>
<tr>
<td>A-</td>
<td>449 - 440</td>
<td>88%-89%</td>
</tr>
<tr>
<td>B+</td>
<td>439 - 425</td>
<td>85%-87%</td>
</tr>
<tr>
<td>B</td>
<td>424 - 400</td>
<td>80%-84%</td>
</tr>
<tr>
<td>B-</td>
<td>399 - 390</td>
<td>78%-79%</td>
</tr>
<tr>
<td>C+</td>
<td>389 - 375</td>
<td>75%-77%</td>
</tr>
<tr>
<td>C</td>
<td>374 - 340</td>
<td>70%-74%</td>
</tr>
<tr>
<td>C-</td>
<td>349 – 340</td>
<td>68%-69%</td>
</tr>
<tr>
<td>D+</td>
<td>339 - 330</td>
<td>66%-67%</td>
</tr>
<tr>
<td>D</td>
<td>329 – 320</td>
<td>64%-65%</td>
</tr>
<tr>
<td>D-</td>
<td>319 – 310</td>
<td>62%-63%</td>
</tr>
<tr>
<td>F</td>
<td>Below 349</td>
<td>0%-62%</td>
</tr>
</tbody>
</table>


ACCOMMODATION FOR STUDENTS WITH LEARNING DISABILITIES:

- If there is a student in this class who has a documented disability and has been approved to receive accommodations through Center for Disability Services (CDS), please feel free to come and discuss this with me during my office hours. Students with documented disabilities may receive accommodations in the form of an extended time limit on exams, when applicable. This accommodation does not alter the content of any assignments/exams, change what the exam is intended to measure or otherwise impact the outcomes of objectives of the course.

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.

CODE OF CONDUCT: Students are expected to conduct themselves in a way that supports learning and teaching and promotes an atmosphere of civility and respect in their interactions with others. Verbal and written aggression, abuse, or misconduct is prohibited and may be grounds for immediate dismissal from class.

ACADEMIC INTEGRITY: In the educational context any dishonesty violates freedom and trust, which are essential for effective learning. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code. Dishonesty limits a student’s ability to reach his or her potential. It is in a student’s own best interest not to be dishonest, as this would compromise the student’s preparation for future work. It is required of each student to take exams without consulting course materials or study aids including another person, the lesson pages, printed materials, or the internet. Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honorsystem/studenthandbook/index.php](http://studentaffairs.cofc.edu/honorsystem/studenthandbook/index.php)

PREREQUISITES: PEHD 352, Passing PRAXIS I scores in all areas, and Co-requisite with PEHD 452-Lab

COURSE DESCRIPTION: This course is designed to place emphasis on curriculum development and planning for teaching and evaluating movement in middle/secondary school physical education. Focus is on constructing and implementing developmentally appropriate movement and fitness experiences for middle/secondary school learners from various backgrounds. Field experience required.

EHHP MISSION: 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.

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 or oral) should reflect creativity and be computer generated (typed), no hand written work accepted unless noted.

2. **Oral Presentation** (30 points): All candidates will give a 10-12 minute presentation on an assigned topic. The presentation must include the use of power point and development of test questions to be answered by class peers. Each candidate should develop 2 T/F, 4 MC and 1 Critical Thinking question from their presentation.

3. **Article Critiques** (30 points): Students will critique two (2) articles from two different journals related to the field of Physical Education dealing with Pedagogy. **CRITIQUES WILL NOT BE ACCEPTED LATE AND A HARD COPY OF THE FULL ARTICLE MUST BE ATTACHED TO THE CRITIQUE.** Critiques should: (A) contain a brief introduction, (B) state at least three factors on the importance of the material to the profession, and (C) present a personal summary statement of agreement or disagreement with the article. **The article must apply to the most recent unit(s) covered in class, use APA style and format, be one full page single spaced and contain sources no older than 2010. Due dates – check calendar.**

4. **Wiki E-Portfolio** (30 points): Candidates are required to use the Wiki portfolio builder to update their professional
teaching portfolio. Items to be included and/or updated in the portfolio are: Introduction Page, Resume; Philosophy (see rubric for statement contents); ETC1/UAP-2: One article critique with evaluation rubric, Two Health Observations write-ups (School name removed); ETC2/UAP-2: Two Lesson plans (1-Middle, 1-High), Four logs (2-Middle, 2-High), Multicultural Article write-up; ETC3/UAP-2: Self-Survey, CCSD Board write-up, PEH Club write-ups, listing of professional activities; and in Other Possibilities: PP in technology section, and Multicultural reflection paper under diversity section. A final review of the full portfolio will start 4-13-16. However, the following sections will be evaluated as follows: The Introduction page on 1-24-16. The Self-Survey attachment, Resume and Philosophy Statement updates on 1-28-16.

Information format: A reflection on what this ETC means to you as a professional, Semester and year, course number followed by brief rational for selection, followed by name of the artifact at the end of the rational, and artifact attachments. You should put Dr. Lewis on your portfolio as a REVIEWER each time you update or add information.

5. Multicultural Education assignment (30 points) Due 2-2-16 Candidates must research their assigned website then completes the assignment as outlined. A. Site write-up, B. Reflection paper of 3-4 pages [see rubric for components] minimum on your understanding the learner in a multicultural educational environment.

6. Unannounced Quizzes (20 points) During the semester within the FIRST FIVE MINUTES OF CLASS you will be given 4 unannounced quizzes covering lecture material presented during the prior day or week of class.

7. Professional Activities/Other (20 points): Attend one CCSD School Board meeting By 3/15/16 with agenda and Write-up equals 10 points; attend and write-up of two Club meetings is equal to 5 points; attend and write-up a professional lecture/presentation of your choice equal 5 points. See course calendar for due dates.

8. Physical Education Technology App Assignments (20 points) GROUP ASSIGNMENT

9. Term Paper (40 points) Develop a 4-5 page paper on a select topic assigned by the instructor, with a minimum of five (5) references no older than 2007, using the style and format found in the most current Publication Manual of the American Psychological Association. See course calendar for due date.

EVALUATION CRITERIA:

| 1. Two Examinations (90 X 2) | 180 |
| 2. Final Examination | 100 |
| 3. Journal Article Critiques (2 X 15 pts. each) | 30 |
| 4. Unannounced quizzes (4 X 5 points each) | 20 |
| 5. Individual and/or group Projects: | |
| A. Oral Presentation with Power Point | 30 |
| B. Wiki E-Portfolio Evidence Update | 30 |
| C. Professional Activities | 20 |
| D. Multicultural Education assignment | 30 |
| E. Physical Education Technology App Assignment (Group) | 20 |
| F. Term Paper | 40 |

| TOTAL | 500 |

***Bonus of ten (10) points for voluntary participation in Jump Rope for Heart with a minimum $20.00 pledge and 20-30 minutes of activity. Jump Rope will be February 19, 2016, Time 9:00-2:00PM in the Silcox Gym.

JOURNAL RESOURCE LIST:

| 1. | Adapted Physical Activity Quarterly |
| 2. | Strategies |
| 3. | Journal of Teaching in Physical Education |
| 4. | The Physical Educator |
| 5. | Palaestra |
| 6. | State Associations of SHAPE America journals |
| 7. | Journal of Physical Education, Recreation and Dance |
| 8. | Quest |
PEHD 452-01
Proposed Course Schedule Spring 2016
PHYSICAL EDUCATION FOR MIDDLE/SECONDARY SCHOOLS

COURSE TOPICS:
(Proposed)

Date: January 7
A. Introduction, Welcome and Overview
B. Syllabus review
Learning Activities: Class discussion

Date: January 12
A. Course Text: Chap 1
B. EHHP Conceptual Framework/Teaching-Learning Standards and Dispositions
C. Discuss Lab/Field Experience Process
D. Make Self-Survey Assignment
Learning Activities: Lecture, Class discussion

Date: January 14
A. Course Text: Chap 2
Learning Activities: Lecture, Class discussion

Date: January 18
A. No College of Charleston classes Dr. Martin L. King, Jr. Holiday

Date: January 19*
A. Course Text: Chap 4
B. Make Multicultural Education Assignment
C. Wiki E-Portfolio Introduction Page Due - Evaluation
D. Hard copy of Self-Survey due
Learning Activities: Lecture, Class discussion

Date: January 21 *
A. Multicultural Education Lecture and discussion
B. Article Critique # 1 is due
Learning Activities: Lecture, Class discussion, visit website

Date: January 26 *
A. Course Text: Chap 12
B. Wiki E-Portfolio Self-Survey attachment, Resume and Philosophy Statement updates Due
Learning Activities: Lecture, discussion

Date: January 28
A. Course Text: Chap 5
Learning Activities: Lecture, discussion

Date: February 2 *
A. Course Text: Chap. 5 continued
B. Multicultural Education Assignment Due
Learning Activities: Lecture, discussion

Date: February 4 **
A. Exam #1 (Covers Chapters 1, 2, 4, 5, 12 and Outside)
Learning Activities: Exam #1

Date: February 9 *
A. SC Middle School Standards and Assessment Materials
B. http://www.scahperd.org/SCPEAP.html
Learning Activities: Lecture, discussion, website

Date: February 11
A. Attending the Southern District Convention – No Class
Date: February 16  
A. SC High School Standards and Assessment  
Learning Activities: **Lecture, Class discussion**

Date: February 18  
A. Course Text: Chap. 6 & Grade Level Outcomes (6-12)  
B. **Make Oral Presentation Assignments**  
C. **Article Critique # 2 is due**  
Learning Activities: **Lecture, discussion**

Date: February 19  
A. Jump Rope for Heart 9:00am – 2:00pm Silcox Gym

Date: February 23  
A. Course Text: Chap. 6 & Outcomes (6-12) continued  
Learning Activities: **Lecture, Class discussion**

Date: February 25  
A. Course Text: Chap. 7  
Learning Activities: **Lecture, Class discussion**

Date: March 1  
A. Course Text: Chap. 8  
Learning Activities: **Lecture, Class discussion**

Date: March 3*  
A. Course Text: Chap. 9  
B. **Term Paper due**  
Learning Activities: **Lecture, Discussion, videos**

Date: March 8 and 10  
A. **NO CLASS, CoC SPRING BREAK**

Date: March 15  
A. SAFE-T  
B. ADEPT Overview APSs 4-9  
Learning Activities: **Lecture, Class discussion**

Date: March 17 **  
A. **Exam # 2 (Covers Chapters 6, 7, 8, 9 and Outside)**  
Learning Activities: **Exam # 2**

Date: March 18  
A. **LAST DAY TO WITHDRAW WITH A GRADE OF "W"**

Date: March 22  
A. Course Text: Chap. 11  
Learning Activities: **Lecture, Discussion**

Date: March 24  
A. Course Text: Chap. 11 continued  
Learning Activities: **Lecture, Discussion, Video**

Date: March 29  
A. Course Text: Chap. 13  
B. Lecture – Test Construction to Measure Knowledge - Handout  
Learning Activities: **Lecture, Discussion**

Date: March 31*  
A. Using Technology in the Physical Education class – Student Presentations  
B. **Physical Education Technology Website assignments/presentations are due**
Date: April 5  
A. Course Text: Chap. 3  
Learning Activities: Lecture, Discussion  

Date: April 7  
A. Course Text: Chap. 3 continued  
B. Clinical Interns talk with class  
Learning Activities: Lecture, Clinical Intern talk and discussion  

Date: April 12 *  
A. Unit IV, Chap. 15  
B. EEDA Lecture  
C. Wiki E-Portfolios must be completed and are Due  
Learning Activities: Lecture, Class discussion, Oral Presentations  

Date: April 14*  
A. Unit IV, 15  
B. Write-ups and Professional Activities are due  
C. Oral Presentations with Power Point: 2-3 students  
Learning Activities: Oral Presentations  

Date: April 19 *  
A. Oral Presentations with Power Point  
Learning Activities: Oral Presentations  

Date: April 21 *  
A. Oral Presentations with Power Point  
Learning Activities: Oral Presentations  

Date: Tuesday, April 26, 201 **  
12:00 noon – 3:00 pm in room 117  
Final Exam will cover Chapters 1, 3, 4, 11, 13, 15, ADEPT, Technology, and Peer Questions  

** = Denotes Exam Dates * = Denotes Material Due Dates