COLLEGE OF CHARLESTON
PEHD 223-01 Analysis and Conduct of Team Sports
SPRING 2017 3 Semester Credit Hours

TIME & PLACE 9:00 – 9:50 am MWF; Room 117 (classroom) and 215 (Silcox Gym) Silcox Physical Education and Health Center

INSTRUCTOR Karen Smail PhD.

OFFICE HOURS MWF 10:30–12:00 am or by appointment

OFFICE Silcox Physical Education and Health Center rm. 214

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PREREQUISITES None


COURSE Description This course is designed to teach the teacher candidate 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 micro-teaching sessions.


Wiki account

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.

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

STUDENT LEARNING OUTCOME: Students in this class will be exposed to a variety of teaching episodes designed to engage the student in the pedagogical process. By the end of this class students will be able to:
1. Prepare a lesson using the PETE lesson plan format that is aligned to the assigned topic and is developmentally appropriate.
2. Instruct a lesson based on the assigned topic with proper task progression, assessing student learning based on the lesson objectives.
3. Reflect on their teaching lesson and provide meaningful feedback for continuous pedagogical growth.

REQUIREMENTS:  
12.5% Mini Teaching Episode (1 on each activity)  
12.5% Lesson Plan (1 on each activity)  
5.0% Rubric (1 on each activity)  
2.5% Reflection (1 on each activity)  
6.7% Curriculum Notebook/Wiki portfolio  
6.7% Classroom Observation (20 hours  
elementary school: 10hrs urban/rural;  
and 10hrs suburban)  
* Teacher evaluation  
* Journal  
10% Professional Activities  
5.8% Mid term Exam  
8.3% Final Exam

DESCRIPTION

1. Class participation (non-graded): Contributions 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. All written assignments must be computer generated and may be submitted electronically or via a hard copy. Each student is
required to attend **EVERY** class regardless if they are teaching that class period or not.

2. **Mini-Teaching** Each student will be assigned a specific teaching topic for 3 out of the 4 units covered in PEHD 223. Students will develop a lesson plan for their topic following the format discussed in class and present their topic following their designed lesson plan. Lesson plans are due at the time of the mini teaching episode and distributed to class members. 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 mini teaching episode and submitted the day of the mini teaching episode. Each student is required to demonstrate the skill being taught.

3. **Curriculum Notebook/Wiki** 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. All notebooks will be posted on their wiki site.

4. **Classroom Observation:** Each student will spend 20 hours observing a Physical Education class in an elementary school (10 hours in an urban/rural elementary school and 10 hours in a suburban 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.

5. **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 the last day of class (15 pts)
   b. Jump Rope for Heart (Participant 10 pts) (Volunteer 5 pts/hour)
   c. Health Fair (Wednesday March 22, 2017 10AM-2PM in the Silcox Gym) (Participant 5 pts.) (Volunteer 5 pts/hour)
   d. Copper River Bridge Run (Participant/volunteer) (5 pts/hour pts)
   e. Attend a HHP Majors Club, SSMA, or applicable student-organization meeting (10 pts/meeting)
   f. Serve as an officer or an event coordinator for a club-sponsored event (10 pts.)
   g. other volunteer experience (5 pts. per hour/session)
   h. other activities that assist with professional development (5 pts. per hour

6. **Exams** (Mid term TBD)  (Final exam Friday April 28th, 2017 9-11 AM)

7. **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 game. The basketball, softball and spring soccer games/matches must be a College of Charleston sporting event, unless PRIOR approval is arranged. A
typed response must be submitted following the match as outlined in class.

**ALL** assignments will be submitted via the dropbox on OAKS. Any assignments submitted through other means will **NOT** be graded.

**EVALUATION SCALE:**

- Total Points = 550
- 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%)

**EVALUATION CRITERIA:**

- 3 Mini Teaching Episodes (40 points each) = 120 points
- 3 Lesson Plans (30 points each) = 90 points
- 3 Rubric (10 points each) = 30 points
- 3 Reflections (10 points each) = 30 points
- Curriculum Notebook = 60 points
- Classroom Observation
  - Teacher Evaluation = 40 points
  - Student Journal = 40 points
- Professional Activities = 55 points
- Mid Term Exam = 35 points
- Final Exam = 50 points
- Total Points = 550 points

**COURSE CONTENT:**

**Unit I: Football**

- 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 6

**Unit II: Team Handball**

- 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 24

**Unit III: Soccer**

- A. Rules/scoring, etiquette, equipment, and courts
- B. Fundamental skills and technique
- C. Strategy
- D. Teaching Considerations
- E. Micro teaching sessions
Unit IV  Softball
A.  Safety, equipment, and set up
B.  Fundamental skills and technique
C.  Specific training techniques
D.  Teaching Considerations
E.  Micro Teaching Sessions

WEBSITES:
PE Central:  pecentral.vt.edu
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.  Every absence, after the second, will result in a 30-point deduction from your final grade.  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 equals one absence.  Students will not be withdrawn for excessive absences, 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, he/she will receive a zero if the professor is not notified before class time.

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. Every effort will be made to provide specific accommodations so that you can reach your full potential in this class.

This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged

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:

Students must do their own work. Please see the Student Handbook (Academic Honor System) for a description of the College’s Honor System which is fully supported in this class.

HONOR CODE AND ACADEMIC INTEGRITY:

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The
student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf

PERSONAL ELECTRONIC DEVICES

Personal electronic devices such as cell phones and other electronic devices are not permitted in class. Students needing to bring such devices to class must be sure the device is TURNED OFF (not set to vibrate) and secured inside a book-bag, purse, or pocket for the entire class time. Students using personal electronic devices during class time will be asked to leave the classroom for the remainder of the class meeting time.