PEHD 452 - 01 (3 credits)
Physical Education for Middle/Secondary Schools

College of Charleston
Department of Health and Human Performance
Spring 2017
Monday, Wednesday, Fridays, 10:00 - 10:50
Silcox room 117
PEHD 452

Physical Education Field Experience for Middle/Secondary Schools
Co-requisite with PEHD 452 Lab
Pre-requisites: PEHD 235, 352, PRAXIS I scores (in all areas)
Use of OAKS is required

Dr. Karen Hakim-Butt - course instructor

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I will reply to your email within 24 hours Monday - Friday (during normal business hours). If I do not reply in this time frame, please assume I did not receive your email and contact me again. Please manage your communications diligently and search for answers in the syllabi & in OAKS prior to emailing. Please include an appropriate subject and the course number

Office: 209 Silcox

Office Hours:
Class Philosophy:
This class is built on community. Each person’s objective is the same: to LEARN. This class is designed to have you learn in a community with students and teachers in the local public schools, with your peers and with your course instructor. Therefore, each of you must make the commitment to approach our class with a great attitude and a willingness to help each other learn. We are a community of learners. Let’s work together to make this class a valuable learning experience and class for everyone!
Course Description, Goals and Objectives

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.

Course Objectives: Candidates will be prepared 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 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.

Student Learning Outcomes: Candidates will:

1. Research their assigned Oral Presentation topic, then create and prepare an oral presentation with powerpoint slides lasting 10 - 12 minutes addressing all components as outlined on the syllabus and in the rubric.
2. Select two peer reviewed professional articles. They will describe its content, analyze its importance to the profession, and compose a written one page single spaced reflection identifying all components.
3. Research their assigned Term Paper topic, then 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.
4. Define, describe, compare, contrast and demonstrate their knowledge gained from class on unannounced quizzes and mid-term and final exams.
Course Policies & Procedures

Your presence and active engagement is required in each class. You are allowed four (4) absences. After four absences, your final grade will be lowered a full letter grade for each additional absence. Written documentation must be provided for every excused absence (excused absences include documented illness, death in the family or of a close friend, hospitalization, documented personal tragedy, documented athletic event, etc.).

An email must be sent ahead of time to your professor if you are going to be absent. Failure to follow this practice will result in a reduced grade on the disposition part of your grade.

You must arrive at class on time and prepared having read/reviewed the required materials in OAKS & textbook. If you are not present when attendance is taken and choose to enter class late, you are considered tardy. Two tardies count as one absence. If you are tardy you may not take or make-up unannounced or announced quizzes. Candidates will not be withdrawn for excessive absences, but will receive a final grade of “F” if absent more than 8 times.

Simply being present in class is not adequate. Each and every class you are to be prepared, attentive and actively engaged. Failure to do so will result in a reduced grade on the disposition part of your grade.

Any exceptions to the above policies are made at the professor’s discretion. Exceptions will be rare and only made under extenuating circumstances. Any exception request must be made in writing via email. A follow-up face-to-face meeting will take place during the professor’s office hours or at a mutually agreeable time.
Let’s chat about Professionalism...

Civility/Rules of Engagement: civility comes from the Latin word civitas, which means city and community. When we are civil we are members in good standing of a community. To be civil in this class is to:

1. Show respect for your course professor, peers and yourself with all exchanges, along with appropriate behavior, and professionalism so that meaningful collaboration and learning can occur.
2. 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 (this will count as an absence). This includes being disruptive, rude, and talking while others are speaking (your instructor or your peers).
3. NO YELLING, PLEASE! (I know, I did a bit of yelling in this syllabus to emphasize important points - sorry)
4. Sarcasm can (and will) backfire so be polite to all - this includes not putting in email something you would not say to someone directly, face to face.
5. Read first - attempt to find your own answers (look before emailing or asking for help) but always feel free to ask for help if you are unable to find the answers you need or to clarify any and all assignments if your questions/concerns were not addressed during class time.
6. Grammar-time! (make an effort to use proper punctuation, spelling and grammar). If any written assignments comes in with more than 5 errors on a page, the assignments will be returned, ungraded, which likely means it will be late and a revised version will not be accepted.
Center for Disability Services: The College and I 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 responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

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 be 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 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 an 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. Student can find the complete Honor Code and all related processes in the student handbook.
How do I earn my grade?

A = 93 - 100
B + = 88 - 92
B = 83 - 87
C + = 78 - 82
C = 73 - 77
D = 65 - 72
F = > 64

Quizzes = 10%
Mid-Term = 10%
Final = 15%
Article Critiques = 5%
Presentations with PowerPoint = 10%
Technology Presentation = 5%
Multicultural assignment = 5%
Professional Activities = 5%
Other Assignments = 5%
Portfolio = 10%
Term Paper = 10%
Dispositions = 10%
Class Projects

Quizzes: During the semester, within the first five minutes of class, you will be given periodic announced and unannounced quizzes covering reading and lecture materials from the prior day/week of class.

Midterm Exam: There will be a written midterm exam given Monday, February 27th. It will cover all content thus far. The exam will be taken in-class. You may bring 1, 8 ½ x 11 page of notes.

Final Exam: There will be a written final exam given during the assigned exam period on Monday, May 1 from 8:00 - 11:00. It will be a comprehensive exam taken in-class. You may bring 1, 8 1/2 x 11 page of notes.

Article Critiques: 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 (refer to the course calendar for due dates & times - if you are late for class your critique is late). A hard copy of the full article, including the cover page of the Journal must be attached to the critique. Critiques should:

- Contain a brief introduction
- State at least three (3) factors describing the importance of the material to the profession
- Present a personal summary statement of agreement or disagreement with the article & why
- The article must apply to the most recent unit(s) covered during the prior two weeks
- Use APA style format, it must be a minimum of one full page double spaced, 12 font, with no reference older than 2010, unless it is considered a “classic” in the field.
- Please refer to the associated rubric for a full explanation of all grading criteria.
Class Projects Continued

**Presentations with Powerpoint:** All candidates will give a **10-12 minute** presentation on an assigned topic. The presentation must include the use of **Powerpoint** (or a similar program such as prezi or powtoons) and the development of quiz/test questions to be answered by classmates. You should develop: **2 True/False; 4 multiple choice and 1 critical thinking question from your presentation.** You will be responsible for providing correct answers (key) and grading the quiz (using a rubric for the critical thinking question) to be turned into the course instructor at the start of the next class after the quiz is given. If you provide the course instructor with the quiz **48 hours in advance,** she will photo copy it for you. Otherwise, you are responsible for providing one (1) copy for each student and one (1) to the professor. Please see the associated rubrics for a detailed explanation about how this presentation & quiz will be graded.

**Technology Presentation:** Physical Education Technology App presentation. This may be a solo presentation or you may work with a partner. If you work with a partner, regardless of how the work was divided, you will both receive the same grade. If you choose to work with a partner, choose wisely. You will choose an app from the provided list or you may come to me with a suggestion for an app I do not have on the list for prior approval. You will research the app, try the app (preferably free), present the app to the class, discuss usage in middle or high school physical education and the pro’s and con’s. Technology is required for this presentation. Given the assignment, there is no set time limit but you should spend a minimum of 5 minutes. Please refer to the associated rubric for a detailed explanation about how this presentation will be graded.
Class Projects Continued

Multicultural Assignment: Candidates must research their assigned website/article then complete the assignment as outlined:

- Site/article write-up & Reflection
- Paper will be 3-4 pages minimum, double spaced, APA style, 12 font
- Describe your understanding of the website/article, the learner in a multicultural educational environment and how this is related to teaching middle/high school physical education. Please refer to the associated rubric for details on how this paper will be scored.

Professional Activities:
1. Attend one CCSD School Board meeting (another district only with prior professor approval). Staple a copy of the agenda to the back of the 1 page write-up and
2. Attend and write-up two physical education/ teacher education club meetings and turn in a 1 page write-up OR attend and write up a professional meeting (i.e., a conference) with prior approval and write up 2 sessions discussing what you learned and how you can use it when teaching middle/high school physical education. Provide a copy of your name tag and the page describing the session.

Other activities as assigned...
Portfolio (Wiki e-portfolio): 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)
- PE Club / Professional Meeting / Conference session write-ups
- CCSD Board write-up
- ETC3/UAP-2: Self-Survey
- PP technology section
- Multicultural reflection 1 paper under diversity section

Please observe the following early due dates:
Introduction page Friday January 20
Self-survey Friday January 20
Resume and Philosophy Statement updates Friday, January 20 (this will be going with you to your placements in lab)
Class Projects Continued

Wiki E-Portfolio: Information format: A reflection on what this ETC means to you as a professional, Semester and year, Course number followed by a brief rationale for selection, followed by name of the artifact at the end of the rational, and artifact attachments. **You should put Dr. Karen Hakim-Butt on your portfolio as a REVIEWER each time you update or add information.**

Term Paper: Write a 4-5 page paper on a select topic assigned by the professor with a minimum of five (5) references no older than 2007, using APA style. See associated rubric for detailed information on how this paper will be graded.

Dispositions: According to one of our accrediting agencies, NCATE, dispositions are the attitudes, perceptions or beliefs that form the basis for behavior. There are numerous dispositions that can be assessed but one of the easiest categories to observe is Professional Ethics and Practices. These include but are not limited to respect for others, acceptable dress and grooming, timeliness in turning in work as well as punctuality with arriving to and leaving class, appropriate use of language (both oral and written), academic integrity and honesty, exhibiting positive work habits, using sound judgment and thoughtful decision making with consideration and acceptance of consequences and being able to keep confidential information confidential. Please see the associated rubric to see how you will be graded on this topic.