

**Department of Movement Science
College of Liberal Arts and Sciences
Grand Valley State University
PED 307 Syllabus
Winter 2013**

COURSE: PED 307- Sections 1 & 2
Methods and Materials for Teaching Physical Education- Secondary

DAY/TIME: PED 307 1 Tue. & Thu. 10:00-11:15 am
PED 307 2 Tue. & Thu. 11:30-12:45 pm

BLDG/ROOM: Fieldhouse 11 lecture/discussion
South Gym (off recreation center) and Turf

PROFESSOR: Ingrid Johnson, PhD 616-331-8873
B-2-211 MAK johnsoi@gvsu.edu

OFFICE HOURS: M 11:00-12:00, Tue 1:15-2:15 and by appointment.

COURSE DESCRIPTION

This course will provide students with the theory and practice of instructional design, teaching methodology, and classroom management used by the physical educator in secondary schools (grades 6-12). There will be an emphasis on systematic approaches to teaching, learning, and assessment for secondary physical education classes. Standards based instructional design including writing student objectives, lesson/unit plan design, instructional delivery, and evaluation of students will be addressed. PED 307 must be successfully completed before being accepted to Teacher Assisting fieldwork.

COURSE PREREQUISITES

In order to be successful in this course you should have taken PED 306 (except PE Minors) AND completed ALL of your 200 level PED courses. These courses are designed to be taken sequentially, with a specific progression of content knowledge and taking them out of order is problematic and will not make sense.

COURSE OBJECTIVES

Through active engagement and positive participation in this course, including the completion of all assignments, class presentations and examinations, successful students will:

1. Recognize the role of NASPE standards in developing quality physical education programs (<http://www.aahperd.org/naspe/template.cfm?template=publications-nationalstandards.html>)
2. Discuss/describe/apply developmental characteristics of adolescents and the impact of these characteristics on curriculum design, lesson planning, teaching, and assessment.
- *Assessment of objective: Class projects, tests, lesson/unit plans*

- *NASPE PETE Standard: 3,4,5,6*

3. Demonstrate their ability to design and to implement methods of effective instructional planning, teaching, class management, and student assessment using a variety of teaching styles.
 - *Assessment of objective: Lesson/unit plans, peer teaching, curricular models presentations*
 - *NASPE PETE Standard (s): 3, 4, 5, 6*
4. Demonstrate, in writing and in practice, knowledge of the domains of learning and be able to write behavioral objectives in all domains which result in achieving lesson objectives.
 - *Assessment of objective: Lesson/unit plans*
 - *NASPE PETE Standard: 3.2*
5. Discuss/describe/demonstrate knowledge of effective teacher behaviors especially those that are most effective with middle and high school students.
 - *Assessment of objective: Tests, Peer Teaching, Reflections*
 - *NASPE PETE Standard: 4 and 6*
7. Discuss/describe/demonstrate knowledge of the assessment and evaluation process applied to objectives for skill acquisition, cognitive understanding, and affective behaviors in physical education programs.
 - *Assessment of objective: Tests, lesson/unit plans, assessment assignment, web 2.0 project*
 - *NASPE PETE Standard: 5*
8. Discuss/describe/demonstrate strategies to adapt instruction to meet the needs of a wide range of student abilities and preferences.
 - *Assessment of objective: Lesson plans, lesson/unit plan, tests*
 - *NASPE PETE Standard: 3*

(See Michigan and NASPE Teacher Standards) Professional Standards for Michigan Teachers
http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-33331--,00.html

NASPE National Standards for Beginning Physical Education Teachers (revised 2008)
http://www.aahperd.org/naspe/template.cfm?template=ns_beginning.html

Required Texts

1. Darst, P. & Pangrazi, R. (2009). Dynamic Physical Education for Secondary School Students. 6th or 7th Edition. Pearson-Benjamin Cummings: San Francisco.
2. Mohnsen, B.S. (2008). Teaching Middle School Physical Education (3rd edition). Human Kinetics: Champaign, IL.
3. Movement Science Department (2004). Guidelines for writing unit plans, behavioral objectives, and lesson plans. University Bookstore Packet.

Suggested Texts and Readings

Hellison, D. (2003). *Teaching responsibility through physical activity*. Champaign, IL: Human Kinetics. Second Edition.

Hichwa, J. (1998). *Right fielders are people too: An inclusive approach to teaching middle school physical education*. Champaign, IL: Human Kinetics.

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education*. St. Louis, MO: Mosby. Second Edition. www.aahperd.org or www.naspeinfo.org

National Association for Sport and Physical Education. (2001). *Appropriate practices for middle school*. St. Louis, MO: Mosby. www.aahperd.org or www.naspeinfo.org

National Association for Sport and Physical Education. (2001). *Appropriate practices for high school*. St. Louis, MO: Mosby. www.aahperd.org or www.naspeinfo.org

National Association for Sport and Physical Education. (2004). *Assessment series for k-12 physical education and professional preparation*. St. Louis, MO: Mosby. www.aahperd.org or www.naspeinfo.org

Key Journals

Journal of Teaching in Physical Education, Champaign, IL: Human Kinetics. www.humankinetics.com

Journal of Physical Education, Recreation, and Dance. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance. www.aahperd.org

Strategies. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance. www.aahperd.org

Useful Websites

Michigan EPEC <http://www.michiganfitness.org/EPEC/default.htm>

Michigan Association for Health, Physical Education, Recreation and Dance (MAHPERD)
<http://www.mimahperd.org/> <http://www.pelinks4u.org/>

<http://sports-media.org/> <http://www.aahperd.org/>

<http://www.peuniverse.com/> <http://www.pecentral.org/>

Final Exam and other Important Dates

Registration	March 19, 2012 - January 11, 2013
Payment Deadline - All registrations through December	December 14 at 5:00 PM
Classes Begin	January 7
Last day to Add, Register or Pay	January 11 at 5:00 PM
100% Tuition Refund Deadline*	January 11**
MLK Holiday-no classes	January 21
75% Tuition Refund Deadline*	February 1**
Mid-term Evaluations	February 18-23
Mid-term Grades from Faculty	February 26
Drop Deadline - grade W	March 8
Spring Break	March 3-10
Classes end	April 20
Examinations	April 22-27
Semester Ends	April 27
Commencement	April 27 (Van Andel Arena, Grand Rapids)
Grades due from Faculty	April 30 by 12:00 PM
Grade Available to Students	May 2

I use Blackboard for this course so be sure to check the site often for important information. For help go to www.gvsu.edu/it/bb and select Help or call 616-331-2101.

GRADING POLICY:

All work turned in at the start of class on the assigned due date will be eligible to receive full credit. Work will not be accepted after the due date. Final grades will be earned based on the percentage of points earned out of the total possible points for the semester. Points are provided on all work, and grades may be calculated using the following scale:

<i>94-100% = A</i>	<i>87-89% = B+</i>	<i>77-79% = C+</i>	<i>67-69% = D+</i>
<i>90-93% = A-</i>	<i>83-86% = B</i>	<i>73-76% = C</i>	<i>64-66% = D</i>
	<i>80-82% = B-</i>	<i>70-72% = C-</i>	<i>63% and below = F</i>

TENTATIVE COURSE REQUIREMENTS & POINT VALUES

ASSIGNMENTS	POINTS POSSIBLE	POINTS EARNED
Quiz 1	15	
Quiz 2	15	
Curricular Models summary	25	

Curricular Models presentation	25	
Teaching presentation #1	25	
Written Lesson plan/SPA for peer teaching presentation #1	25	
Reflection on peer teaching presentation #1	10	
Teaching presentation # 2	50	
Written Lesson plan/SPA for peer teaching presentation #2	50	
Reflection on peer teaching presentation #2	10	
Peer Teaching Observations (5 observations @ 2 points each)	10	
Web 2.0 Technology Assignment	25	
Systematic Observation	10	
Volunteer work plan of action	25	
Volunteer work - 10 hours split between MS and HS	50	
Volunteer work written reflection	25	
Assorted labs and in-class assignments (AAHPERD website hunt, Survey, etc)	50	
Final Unit Plan	200	
TOTAL POINTS FOR THE SEMESTER	645	

Policies and Expectations for PED 307

I hope all of you are here because you desire to become the most effective physical educators you can be. Attendance is not enough. It is expected that each of you will be self-motivated, interested, and eager to contribute to the success of the class. The class assignments and learning experiences are created to increase your understanding of effective teaching in secondary (grades 6-12) physical education.

1. Academic honesty, personal responsibility, and integrity are expected from all students. Any form of academic dishonesty will be addressed in accordance with policies outlined in the GVSU catalog and student handbook (see Section 223.0 and 223.01: PLAGIARISM). The use of textbooks, literature, and internet sources is encouraged in preparing assignments for this class, however, you are expected to fully cite any and all sources used. Failure to cite sources, using the work of other students, and/or using assignments from other courses to fulfill assignments in this course is plagiarism. Academic dishonesty may result in consequences ranging from loss of points on an assignment to expulsion from the university.
2. Attendance: You are expected to attend all class sessions. In addition to your text, much of your learning will occur through in-class activities, readings and experiences. You will be permitted three (3) absences for the semester without penalty. However, please plan carefully. If you miss a test, quiz, or presentation, points cannot be made up. **Each absence beyond three will result in a reduction of one full grade (i.e. A to B) in your final grade.** If you must miss a class, you are expected to take care of "class business" by checking with classmates for handouts, assignments, etc. Any work done during class for credit may not be made up (i.e. pop quizzes or short in-class assignments).

3. You are expected to be on time for class, and prepared to begin at the scheduled start time. Repeated late arrival or early departures from class will have a negative effect upon your final grade.
4. Dress in appropriate clothing for physical activity with safe footwear (athletic shoes) when we meet in the gymnasium. Dress in appropriate professional clothing when "teaching" or "presenting" to the class.
5. Teaching presentations may not be made up if you are absent and will result in a failing grade for the course. If you have critical and unavoidable extenuating circumstances requiring your absence; talk with me privately during office hours or send an email about your situation BEFORE the teaching assignment.
6. Because of the extensive amount of class time needed for practical application through physical activity, you are expected to read assigned materials outside of (and prior to) class and be prepared to discuss their contents in meaningful ways during class. Class time will not be used to lecture from the text. We will follow a learning cycle of read, discuss, practice, and perform.
7. Quizzes, tests, and exams may include all content of the class, including assigned reading, discussions, lectures, student presentations, applied teaching and learning activities in the gym, and any other learning experiences that may occur as part of this class.
8. An "informed consent" form, provided in the 1st week, must be on file (complete this on Bb) before participating in physical activity as part of this class.
9. Mobile communication devices MUST BE TURNED OFF or SILENCED and stowed away during class sessions. Electronic devices are NOT permitted during examinations. Any form of engagement in electronic behavior during class is not acceptable and you will be asked to leave the classroom and not return during that session.
10. Statement on Disability Accommodations
Any student who requires accommodation because of a physical or learning disability must contact Disability Support Resources (<http://www.gvsu.edu/dsr>) at 616-331-2490 as soon as possible. After you have documented your disability, please make an appointment or see me during office hours to discuss your specific needs.
11. What are professional dispositions? Although sometimes difficult to describe, you know professionalism when you see it (or not). Students are expected to perform in a professional manner in all matters pertaining to this class by:
 - attending all class sessions (arrive before class begins, stay until class ends).
 - coming to class prepared with completed assignments.
 - engaging in whole class and small group discussion in a meaningful manner.
 - positively contributing to group aspects of projects and assignments.
 - displaying appropriate professional and social behaviors, conventions and civil interactions.

- demonstrating academic honesty and integrity on all assignments.
- being a "future professional" our faculty can proudly recommend to the College of Education.

12. During this course, you may be expected to participate in a variety of physical activities. All physical activity involves a range of inherent risks. It is your responsibility to check with a physician of your choice about your health status if there is any question regarding your fitness for participation. If at any time during participation, you experience any physical distress, or have any questions or concerns regarding your participation, see your instructor immediately.

Some types of equipment used in physical activity have unique characteristics and, if improperly used, can be dangerous and result in injury. Before you use any equipment, make sure you know how it works and that it is in safe working order. Safety equipment may be required for some class activities. Failure to use equipment as intended will increase your risk of injury to yourself and, possibly, to others.

Students participating in this class are expected to do the following:

- comply fully with all rules, directions, and guidelines concerning physical activities and the safe use of equipment.
- notify the instructor immediately if any unsafe or hazardous situations or unsafe practices come to your attention.
- limit your participation to planned class activities as directed by the instructor.
- stop participating if you feel you cannot continue safely.

13. Allergy Warning:

Activities in this class may involve exposure to equipment that could cause adverse reactions to individuals with certain allergies or sensitivities. If you have a medical condition that requires additional precautions or accommodations for participation, or if you need additional information, please contact GVSU's Disability Support Resources at 331-2490. If symptoms develop during or immediately following class, notify your instructor or dial 911 for emergency assistance."