**SYLLABUS**

**MISSISSISSIPPI VALLEY STATE UNIVERSITY**

**COLLEGE OF EDUCATION**

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND, RECREATION**

**PE 102-04 CONCEPTS OF PHYSICAL EDUCATION, CREDIT HOURS: 2**

**Fall 2018**

**Instructor: Mr. Robert Wright, Jr.**

**Office Location: HPER Complex, 36**

**Office Hours: M&W: 11-1 PM; T & TH: 11-12 & 3-4 F: By Appointment**

**Email Address:** [**robert.wright@mvsu.edu**](mailto:robert.wright@mvsu.edu)

**Class Meetings Location/Time MW- 8-8:50 AM**

**Contact Information: 610-757-8698**

**Prerequisite:** NONE

**Course Description**

PE 102, Concepts of Physical Education. The purpose of this course is to provide prospective physical education teachers with the ability to understand, recognize, analyze, and demonstrate the range of teaching skills employed by successful physical educators. Emphasis is placed on understanding the theoretical implications of different teaching skills and the contexts in which they are effective.

**EXPECTED STUDENT LEARNING OUTCOMES:**

**Outcome I. Physical education teacher candidates will demonstrate the subject matter content and professional knowledge that will distinguish the Teacher as Scholars.**

1. Objective: Knowledge
2. Recognize and list rhythmic activities that are appropriate for various grade levels
3. Work satisfactorily and skillfully in a group, sharing and working on a given problem.
4. Demonstrate sufficient verbal and motor skills in the techniques of sports to permit giving an adequate demonstration when teaching these techniques
5. Define and demonstrate the correct form of steps, figures, terms, formations, positions, and etiquette used in various intermediate dances
6. Explain appropriate techniques of evaluation
7. Develop an efficient method of class organization and techniques of teaching cueing

**Outcome II. Physical education teacher candidates will demonstrate the principles of effective classroom management and the ability to use a range of strategies to promote cooperation, relationships, and purposeful learning in the classroom: Teacher as Facilitator.**

1. Objective: Knowledge
2. Demonstrate the ability to use equipment necessary for teaching sports
3. Describe the historical backgrounds of various sports activities
4. Implement lesson plans and teach various lessons in rhythms for grades P to 12 based on rubric
5. Identify appropriately rhythmic activities for various age developmental level
6. Employ strategies designed to develop students’ intrinsic enjoyment of physical activity
7. Objective: Skills
8. Create a learning environment in which diversity is respected and valued
9. Utilize a professional literature as a resource for the best practice in physical education and to aid in professional development and life-long learning
10. Identify and use community physical education resources
11. Employ effective techniques for modeling and demonstrating instructional outcomes

**Outcome III.** Physical education teacher candidates will seek out opportunities to grow professionally in the field through experience that enhance under graduate students personal and professional life: **Teacher as Life Learner**

1. Objective: Disposition
2. Revise instructional practices based on reflection related to student success
3. Select/develop and utilize a variety of sports activity related to ethnic and cultural groups
4. Apply the concepts and skills of sports to other areas of the curriculum.
5. Learn to write an APA Format Research Paper

**REQUIRED TEXTS AND OTHER RECOMMENDED MATERIALS**

Text: Graham, G., Elliott, E., & Palmer, S. (2016). *Teaching children and adolescents physical education, 4th ed.* Champaign, IL: Human Kinetics.

**Recommended Materials: Textbook**

**ATTENDANCE**

Class attendance and participation is vital to your success and development as a competent, effective administrator. Attendance is mandatory. Participation is a requirement of this course. Participation means you must be actively involved in the discussion and presentations by both the instructor and students.

**CHEATING AND PLAGIARISM**

\*\*\* Mississippi Valley State University will not tolerate cheating in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation of students’ academic performance and erode the quality and value of degrees conferred by the University.

**MAKE-UP POLICY**

Make up may be allowed depending on the circumstances with an official excuse from the MVSU Student Affairs office. In addition, all students are allowed 24 hours after the missed day to make up any missed assignments.

**TEACHING/LEARNING STRATEGIES**

Teaching methods employed in PE 201 includes lectures, direct instruction, inquiry-based instruction, various group work strategies, student research presentations, critical thinking, demonstrations, class discussions, video presentations, power point presentations, simulations, games, and handouts.

**TECHNOLOGY**

Internet assignments, videos, PowerPoints, word processing for all written assignments, and computer programs, CD-ROM; VCR. Web Site Assignments, role playing, and online tests.

**PERSONAL ELECTRONICS**

Do not use personal electronics (e.g., cell phones,, computers, and tablets) during class, unless instructed otherwise. If your phone rings during class, you will be asked to leave. If you are on your phone during class, when the teacher didn’t allow you to be on it you will be asked to leave.

**EVALUATION AND GRADING CRITERIA**

**Grades for the course will be calculated based on rubrics and data from:**

1. Tests (3)………………………………….. 100 points each
2. Quizzes (4)………………………..……… 50 points each
3. Class Assignments(4)………………………25 points each
4. PowerPoint Presentations (2)………………100 points each
5. Research Paper…………………………….200 points

**Grading Scale**

900-1000= A

800-890= B

700-790= C

600-690= D

590 and below=F

**GENERAL RUBERIC**

1. Excellent: Full Accomplishment
2. Proficient: Substantial Accomplishment
3. Marginal: Partial Accomplishment
4. Unsatisfactory: Little Accomplishment

**ASSESSMENT STRATEGIES**

1. Periodic test and final examinations
2. Portfolio of individual’s course, self-evaluation and presentations scored with rubrics.
3. Critique articles and research which relate to issues/topics in organization & administration scored with rubrics.
4. Research Presentations scored with rubrics.

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| **ADA Statement** | Any student requiring accommodations or services due to a disability must contact the University College, Office of the ADA Coordinator, located in Office #2 of the Earnest A. Boykins, Jr. Academics Skills Parlor. The coordinator can be contacted directly at 662-254-3446 or through the University College office number at 662-254-3442. The student requiring special instructional strategies should, in writing, make these special needs known to the instructor during the first week of the course. |

**Schedule**

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| **Week** | **Day** | **Topic** |
| Week 1 | Tues. | Introduction Orientation, Syllabus/Calendar Schedule of Assignments |
|  | Thurs. | Chapter 1 Review |
| Week 2 | Tues. | Exercise Day |
|  | Thurs. | Chapter 2 Review |
| Week 3 | Tues. | Exercise Day |
|  | Thurs. | Chapter 3 Review |
| Week 4 | Tues. | Exercise Day |
|  | Thurs. | Test 1 |
| Week 5 | Tues. | Exercise Day |
|  | Thurs. | Chapter 4 Review |
| Week 6 | Tues. | Exercise Day |
|  | Thurs. | Chapter 5 Review |
| Week 7 (Midterm ) | Tues. | Exercise Day |
|  | Thurs. | Test 2 |
| Week 8 | Tues. | Power Point Presentations |
|  | Thurs. | PowerPoint Presentations |
| Week 9 | Tues. | Exercise Day |
|  | Thurs. | Chapter 6 Review |
| Week 10 | Tues. | Exercise Day |
|  | Thurs. | Chapter 7 Review |
| Week 11 | Tues. | Exercise Day |
|  | Thurs. | Chapter 8 Review |
| Week 12 | Tues. | Exercise Day |
|  | Thurs. | Chapter 9 Review |
| Week 13 | Tues. | Exercise Day |
|  | Thurs. | Test 3 |
| Week 14 | Tues. | PowerPoint Presentations |
|  | Thurs. | PowerPoint Presentations |
| Week 15 | Tues. | Exercise Day |
|  | Thurs. | Exercise Day |
| Week 16 | Tues. | Review |
| Week 16 | Thurs. | Final Paper Due |

**“ The schedule and procedures as presented in this syllabus are subject to change in the event of extenuating circumstances. You will be given written notifications of any significant changes.”**

**BIBLIOGRAPHY AND RELATED READING AND RESEARCH**

Mood, D. Musker, F., and Rink J. (2007). *Sports and Recreational Activities*. (14th ed). McGraw-Hill Companies. Champaign, IL

Golding, L. Myers, C., and Sinning, W. (1989) *Y’s way to physical fitness*. Champaign, IL: Human Kinetics.

Ballou, R.B. (1998). *Badminton for beginners*. 2nd ed. Stamford, CT: Wadsworth/Thompson Learning. Written for beginner but also discusses intermediate and advanced skills.

Cone. T.P. , P. Werner, S.L. Cone, and A.M. Woods. (1998). *Interdisciplinary teaching through physical education.* Champaign, IL: Human Kinetics

Mitchell-Taverner, C. (2005). *Field hockey techniques and tactics*. Champaign, IL: Human Kinetics

McColl, G. (2005). *Golf Basics.* New York, NY: Doubleday.

Vickers, J. (1978) *Instructional design for teaching physical activities.* Champaign, IL: Human Kinetics

Novosel, J. and Garrity, J. (2004) *Tour Tempo.* New York, NY: Doubleday.

Rowe, Charles. (2003). *Pop Culture and the Media*: The Unruly Trinity. 2nd Ed. McGraw Hill Publishing: New York, N.Y.

Mosston, M. and S. Ashworth. (1986). *Teaching physical education* 3rd ed. Columbus, OH: Merrill

Graham, G., Holt/Hale, S. & Parker, M. (2006). *Children Moving: A Reflective Approach to Teaching Physical Education*. 7th Ed. Mayfield Mountain View, CA

Graham, G., (2006). *Teaching Children Physical Education: Becoming a Master Teacher.* 4th Ed. Human Kinetics, Champaign, IL.

Lumpkin, A. (2006). *Physical Education: A Contemporary Introduction*, Time Mirror/Mosby. College Publishing, St. Louis, MO 63146

Pangrazi, R. (2004). Dynamic Physical Education\_ 13th. Ed. Allyn & Bacon: Needlham Heights, MA.

Siedentop, D., (2006). *Introduction to Physical Education, Fitness, and Sport,* (6th Ed.). Mayfield Publishing Company, 1280 Villa Street, Mountain View, CA 94041.

Bloom, M., (2001). *Run with champions: Training Programs and secrets of America’s 50 greatest runners.* New York, NY: St. Martin’s Press.

McCann, S., (1999). *Karate everyone.* Winston-Salem, NC: Hunter Textbooks

Journal of Physical Education and Recreation, American Alliance for Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, VA 22091.

Louisiana Association for Health, Physical Education, Recreation, and Dance Journal, LAHPERD Journal, Dept. H & PE, UNO, New Orleans, LA 70122.

Research Quarterly for Exercise and Sport/The Physical Educator/UPDATE, American Alliance for Health, Physical Education, and Dance, 1900 Association Drive, Reston, VA 22091.

Journals of Sport Psychology, Exercise Physiology, Motor Learning, Sport Sociology, etc.

**READING/RESEARCH/SUPPLEMENTAL MATERIALS**

Physical Activity and Health. A Report of the Surgeon General. (1996). ERIC document: ED40229 Sondag, K.A. and others. (1996). The Professional Preparation and Development of Physical and Health Educators. ERIC document: ED392748.

**Professional Journals**

Journal of Physical Education and Recreation, American Alliance for Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, VA 22091.

Louisiana Association for Health, Physical Education, Recreation, and Dance Journal, LAHPERD Journal, Dept. H & PE, UNO, New Orleans, LA 70122.

Research Quarterly for Exercise and Sport/The Physical Educator/UPDATE, American Alliance for Health, Physical Education, and Dance, 1900 Association Drive, Reston, VA 22091.

**Academic Selected Content Standards:**

Mississippi State HPE K-12 Content Standards <http://www.mde.k12.ms.us>

**Selected Health and Physical Education Standards:**

NASPE National Association of Secondary Physical Education K-12-Standards

AAHPERD American Alliance for Health, Physical Education, Recreation and Dance- Bench Marks- [www.aahperd.org](http://www.aahperd.org)

**Selected Teacher Education Standards**

INTASC Interstate New Teacher Assessment and Support Consortium Standards for Beginning Teacher Licensing and Development in Elementary Teacher Standards <http://www.intasc.org> NCATE Unit Standards for Elementary Teacher Education Candidates <http://www.ncate.org>

**The supplemental resources and web sites:**

Internet Resources

American Alliances for Health, Physical Education, Recreation, and Dance: This professional organization’s site features research, information on its national convention, and links to related resources.

[www.aahperd.org](http://www.aahperd.org)

American College of Sports Medicine: This site offers information on the positive effects of exercise.

[www.acsm.org/sportsmed](http://www.acsm.org/sportsmed)

American Council on Exercise: This site features fact sheets on topics such as choosing shoes, cross-training, and getting started on an exercise program.

CDC National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP): This site includes a study of physical inactivity and its connection to cardiovascular health and chronic conditions.

[www.cdc.gov/nccdphp/phyactiv.htm](http://www.cdc.gov/nccdphp/phyactiv.htm)

The Cooper Institute for Aerobics Research: This site includes scientific updates, new studies, continuing education courses, and health products and publications.

[www.cooperinst.org](http://www.cooperinst.org)

Fitness Jump site: This is a resource of fitness-related information on the internet.

<http://primusweb.com/fitnesspartner>

PE Central <http://www.pecentral.org>

Just Move!: This American Heart Association health and fitness site includes recent fitness news, association activities, and answers to frequently asked questions.

[www.justmove.org](http://www.justmove.org)

Physical Activity and Health: A Report of the Surgeon General: This site offers a summary of the evidence for the benefits of physical activity and recommendation guidelines for fitness programs.

[www.cdc.gov/nccdphp/sgr/sgr.htm](http://www.cdc.gov/nccdphp/sgr/sgr.htm)

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