

Murray State University
COURSE SYLLABUS

Fall 2018

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: PHE COURSE NUMBER: 459 CREDIT HOURS: 3

I. TITLE: Teaching Adolescent Physical Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Introduces a number of teaching methods and techniques appropriate to middle and secondary health and physical education.

Prerequisite(s): HPE 175 and Admission to Teacher Education

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclose in parentheses, are numbers which reference the Kentucky Teacher Performance Standards and Certification (KTPS), the Interstate Teacher Assessment and Support Continuum (InTASC), and the Society of Health and Physical Educators (SHAPE) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. explore different styles of learning (KTPS/InTASC #2; SHAPE #2);
- B. demonstrate the need for professional growth through continued study and professional affiliations (KTPS/InTASC #9; SHAPE 2, 3);
- C. practice using classroom/teaching materials, organizational strategies and classroom strategies to enhance learning climate (KTPS/InTASC #8; SHAPE # 4);
- D. acquire, integrate, reflect, and perform various teaching techniques (KTPS/InTASC #4, 5, 8);
- E. study professional journals related to the study of Pedagogy and integrate these studies into teaching methods (KTPS/InTASC #4, 5);
- F. review the varied teaching strategies (KTPS/InTASC #5, 8);
- G. incorporate technology into the learning process (KTPS/InTASC #8);
- H. learn ways of handling common problems that occur in the Health and Physical Education class (KTPS/InTASC # 3, 5; SHAPE # 5);
- I. learn how to plan a Health and Physical Education curriculum, a unit plan, and a lesson plan (KTPS/InTASC #7, 8);
- J. implement, evaluate and reflect on lesson plans (KTPS/InTASC #9,10); and
- K. write professionally for the field of health and physical education (KTPS).

The COE Theme of Educator as Reflective Decision maker is addressed in this course by requiring students to reflect on teaching methods in a classroom environment, physical education teachers as engaged professionals, and the ecology of teaching and learning in physical education.

The EPSB Theme of Assessment will be explored in the course through various chapters within the text and more specifically in topics chosen for the Collaborative Group

Presentations such as Assessment and Grading, Formal and Informal Assessment, and Designing Assessment Tasks.

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Ethics in teaching
- B. Teaching expectations
 - 1. Learning goals
 - 2. KERA expectations
 - 3. Program of Studies
 - 4. Core Content
- C. Getting off to a good start in teaching
 - 1. Class rules
 - 2. Organization of class setting
- D. Effective teaching techniques.
- E. Planning a curriculum and portfolio development
 - 1. Plan a curriculum
 - 2. Make a unit plan
 - 3. Make a lesson plan
 - 4. Management of student conduct
 - 5. Assessment of student performance
 - 6. Reflect on lesson
 - 7. Design a professional growth plan
 - 8. Developing a portfolio
- F. Implementation of the lesson plan
 - 1. Peer teaching
 - 2. Peer evaluation
- G. Dealing with problems in teaching Health and Physical Education
 - 1. Dressing out
 - 2. Exercises
 - 3. Locker room problems
 - 4. Equipment
 - 5. Safety
- H. Different teaching techniques
 - 1. Command
 - 2. Practice
 - 3. Reciprocal
 - 4. Self-check
 - 5. Guided discovery
 - 6. Individualized
- I. Technology (using on-line services for planning and research)
- J. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

A variety of activities will be used which will include lecture, group activities, projects, peer teaching, panel discussions, and computer assignments.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VII. TEXT(S) AND RESOURCES:

Siedentop, D., & Tannehill, D. (2001). *Developing teaching skills in physical education*. 4th ed. Mountain View, CA: Mayfield Publishing Company.
Waterfield Library, Student Computer Lab, Kentucky Department of Education

VIII. EVALUATION AND GRADING PROCEDURES:

Professional dispositions/Conceptual Framework.....	10%
Writing Skills.....	10%
Mid-semester Exam.....	40%
Final Exam.....	<u>40%</u>
	100%

The following scale will be used:

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59%-below	E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and

admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**