MURRAY STATE UNIVERSITY
COURSE SYLLABUS

DEPARTMENT: Adolescent, Career and Special Education

COURSE: PHE 206 3 Semester Hours

I. TITLE: Teaching Team Sports

II. CATALOG DESCRIPTION: To provide the prospective physical education teacher with information and skill related to at least four team sport: Prerequisite: HPE 175 (may be Taken concurrently with HPE 175).

III. PURPOSE: The intention of this course is to provide the prospective physical education teacher with:
   A. Experience in preparing, organizing, and teaching team sport activities.
   B. The opportunity to acquire, integrate, refine, and apply information and knowledge related to various team sports.

IV. COURSE OBJECTIVES: The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective are reference numbers for the Kentucky New Teacher Standards. As a result of participation in this course, each student will:
   A. Design/Plan instruction for teaching team sport skills (NTS I).
   B. Design/Plan effective lessons and unit plans for teaching team sports (NTS I).
   C. Create/maintain learning climates and implement/manage activity sessions that promote individual and team improvements in various sports (NTS II, III, IV).
   D. Reflect on and evaluate personal and peer teaching experiences in basic team sport activities (NTS V).
   E. Demonstrate and apply knowledge of strategy in team sports (NTS VIII).
   F. Demonstrate knowledge of rules and officiating techniques of various team sport activities (NTS VIII).
   G. Demonstrate historical knowledge of each of the various team sports activities (NTS VIII).
   H. Collaborate with peers/collaborate to design, implement, and support learning experiences in physical education (NTS VI).
   I. Engage in professional portfolio development (lesson plans) (NTS VII).

V. CONTENT OUTLINE: Students participating in this course will utilize a democratic process for determining what sports will be taught. It is believed that such a process will allow representation of the diverse interests and experiences of the students. Along with selected activities, the instructor reserves the right to select sports believed to be critical to the course. Students will gain an understanding of general game concepts, basic rules, skills and strategies for the activities selected from the following:
A. Softball  H. Field hockey
B. Speedball  I. Touch football
C. Soccer  J. Team handball
D. Volleyball  K. Cooperative games
E. Basketball  L. Games of other cultures
F. Ultimate Frisbee
G. Badminton

VI. INSTRUCTIONAL ACTIVITIES: Application of teaching/coaching strategies for skilled performance and refinement of abilities primarily through peer teaching experiences. Each student will prepare lesson plans to be delivered to their peers. Upon completion of lessons, student will complete a written-narrative reflection of the lesson, and provide any refinements. Each student can expect to design and implement two to four team sport activities.

VII. FIELD AND CLINICAL EXPERIENCE: Peer teaching and evaluation.

VIII. RESOURCES: Textbook, books and professional PE journals (JOPERD, Strategies, Physical Educator, Journal of Teaching in PE, Physical Educator, etc) available at Waterfield Library, credible Internet sites for Physical Educators

IX. GRADING PROCEDURE: Final grades will be based on the following:

- Written Tests (3 x 50 points) 150 points
- Lesson Plan development/reflection (2x100) 200 points
- Delivery of lesson (2x100) 200 points
- Unit Plan 200 points
- Assignments (3 x 50 points) 150 points

Total= 900 points

Point Scale
- A >810
- B 720-809
- C 630-719
- D 540-629
- E <539

Flag system/continuous assessment: Student progress, throughout the teacher preparation program is continuously assessed. Appropriate professional characteristics and demeanors, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to T.E.S. and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied program completion. Negative flags may be grounds for denial of admission to teacher education and/or student teaching, or reversal of admitted status.
X. **ATTENDANCE**: This course adheres to the attendance policy stated in the MSU Undergraduate Bulletin.

XI. **ACADEMIC HONESTY POLICY**: Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.


XIII. **PREREQUISITES**: PHE 175 (may be taken concurrently with HPE 175).

Any student requiring instructional accommodations for learning or participation should inform the instructor.