



On-Campus Course Syllabus

EDU 413 L1

Physical Education Methods

Spring 2021

Class Information

Day and Time: Wednesday, 12:15 to 3:00 p.m.

Room Number: E 202 and Gym

Contact Information

Instructor Name: Dr. Vickie S. Brown

Instructor Email: vbrown@criswell.edu

Instructor Phone: 214.818.1341

Instructor Office Hours: M: 9:00 to 3:00; T/W/TH: 9:00 to 11:00

Course Description and Prerequisites

A variety of developmentally appropriate games and activities for grades EC-6th are presented. Students write lesson plans that incorporate physical education Texas Essential Knowledge and Skills (TEKS).

Teaching procedures and methods of directing elementary physical education programs are discussed. (Prerequisite: EDU 301)

Course Objectives

1. Selecting developmentally appropriate games, exercises, and activities when teaching physical education to EC-6th grade students.
2. Plan and teach physical education lessons based on the Texas Essential Knowledge and Skills (TEKS) that are appropriate for EC-6th grade children according to their abilities and experiences.
3. Explain the meaning of physical education and the importance of physical education in a total curriculum.
4. Effectively communicate and model for EC-6th grade children the proper techniques and skills necessary for selected games, activities, and exercises.
5. Determine the body composition, ability, strength, and other physical aspects of children in any one of the three various developmental stages.
6. Discuss the common elements of a high quality, developmentally appropriate physical education curriculum.
7. Plan and teach particular games and relays that lead to improvement of specific motor skills.

Required Textbooks

Pangrazi, Robert P. *Dynamic Physical Education for Elementary School Children*. 15th edition. Boston:Allyn and Bacon, 2009. ISBN:978-0321592538

Course Requirements and Assignments

*****Late Work Class Policy: Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted.*****

1. Game Days I, II, III

Each student will choose a game from each developmental level in Chapter 22 of your text. On the assigned day, you will instruct the class in the procedure required for your game. The class will then play the game you have chosen. Therefore, you will be responsible for having all the necessary materials needed to conduct the activity.

Due: Day I 2/17/21

Day II 2/24/21

Day III 3/10/21

POINTS: 5 each (15 pts. Total)

2. Sectional Activities

Each student will choose an activity from the assigned category. Your activity is to be presented on the designated date. You are to choose from the activities in the specified chapters in your text. You will instruct the class and then lead them in the performance of the activity.

Due: 3/10/21 Warm-Up

Ch. 16

3/24/21 Fitness

Ch. 13

3/24/21 Body Awareness

Ch. 15

4/31/21 Motor Routine

Ch. 16

4/07/21 Manipulative Skills

Ch. 17

4/07/21 Rhythm Activity

Ch. 19

4/14/21 Individual Stunts

Ch. 20

4/14/21 Cooperative

Ch. 21

POINTS: 5 points each (40 points total)

3. Examinations

You will take two examinations in this course. Please note the dates posted. Each examination will cover the required textbook readings, material from lectures and in-class activities.

DUE: Test 1: 3/03/21

Test 2: 4/21/21

POINTS: 7 points each (14 pts. Total)

4. Activities Notebook

Each student will compile a resource binder of **70** favorite physical activities. You are to have 10 activities for each of the following curriculum areas: Bible, Reading, Language Arts, Math, Science, Social Studies, and the Arts. The 10 activities in each content area are to include 2 of each P.E. type (warm-ups, fitness exercises, games, sports, and relays). **Each entry must include the type of activity, developmental level, title, area required, number of players, supplies needed, skills being taught, and instructions.** Also, each entry is to be typed. These activities are to be in a notebook, with a title page, and dividers.

DUE: 4/28/21

POINTS: 10 Points

5. Class Notes:

All chapter outlines are to be completed by you during the course of this semester. Class discussion will cover portions of the notes. However, it is your responsibility to complete the remainder of the outlines during your study of the text material.

DUE: 4/28/21

POINTS: 6 points

6. Final Peer Teaching

Each student will teach a complete Physical Education class period. You will choose from a variety of sports and skill areas for your lesson focus. Your lesson will take a **minimum of 45 minutes**. During this time, you will be responsible for conducting all four parts of a PE lesson. You will also submit a **detailed, typed lesson plan** on the day you teach which incorporates **the appropriate TEKS**.

DUE: 4/28 to 5/12/21

POINTS: 15 points each

Course/Classroom Policies and Information

Texas Educator Standards:

Pedagogy and Professional Responsibilities EC–12 Standard I

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Pedagogy and Professional Responsibilities EC–12 Standard II

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Pedagogy and Professional Responsibilities EC–12 Standard III

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Pedagogy and Professional Responsibilities EC–12 Standard IV

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Core Subjects EC-6 Standards:

Health Standard I

The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

Health Standard II

The health teacher communicates concepts and purposes of health education.

Health Standard III

The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

Health Standard IV

The health teacher evaluates the effects of school health instruction.

Physical Education Standard I

The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Physical Education Standard II

The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Physical Education Standard III

The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation and social skills through participation in physical activities.

Physical Education Standard IV

The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social and emotional development.

Physical Education Standard V

The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Physical Education Standard VI

The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Physical Education Standard VII

The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social and emotional development in physical education contexts.

Physical Education Standard VIII

The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

Physical Education Standard IX

The physical education teacher collaborates with colleagues, parents/caregivers and community agencies to support students' growth and well-being.

Physical Education Standard X

The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid and risk management.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting.

Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also

available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
1/20/21	Introduction to Physical Education	Chapter 1 pp. 1-19	
1/27/21	Elementary School PE	Chapter 2 pp. 20-34	
2/03/21	Teaching Children in P.E.	Chapter 9 pp.164-178	
	Legal Liability, Supervision & Safety	Chapter 3 pp.35-59	
2/10/21	Preparing a Quality Lesson	Chapter 5 pp. 75-91	
	Improving Instruction	Chapter 22 pp. 536-551	
2/17/21	**Game Day I – Level I	Chapter 6 pp. 93-116	Game Day I – Level I
	Management and Discipline	Chapter 8 pp. 131-162	
2/24/21	Evaluation	Chapter 22 pp. 551-563	
	**Game Day II- Level II		Game Day II – Level II
3/03/21	Test 1 (Ch. 1-9)	Chapter 4 pp. 60-74	
	Curriculum Development	Chapter 16 pp. 328-335	
3/10/21	Introductory Activities	Chapter 22 pp. 563-575	Warm-Up Activity Day
	Game Day III- Level III	Chapter 13 pp.242-284	Game Day III – Level III

3/17/21	Spring Break		
3/24/21	Physical Activity and Fitness	Chapter 15 pp. 300-314	Fitness Activity Day
	Movement Concepts and Themes	Chapter 16 pp. 316-335	Body Awareness Activity Day
3/31/21	Fundamental Motor Skills	Chapter 17 pp. 336-381	Motor Routine Activity Day
4/07/21	Manipulative Skills	Chapter 19 pp. 400-455	Manipulative Activity Day
	Rhythmic Movement Skills	Chapter 20 pp. 456-510	Rhythm Activity Day
4/14/21	Gymnastic Skills	Chapter 21 pp. 512-528	Individual Stunts Activity Day
	Cooperative Skills		Cooperative Activity Day
4/21/21	Test #2 (Ch. 4, 13-16)	Chapter 11 pp. 201-223	
4/28/21	Peer Teaching	Chapter 24 Basketball	Notes Due
	Peer Teaching	Chapter 25 Football	PE Notebook Due
5/05/21	Peer Teaching	Chapter 18 Body Manage	
	Peer Teaching	Chapter 27 Soccer	
5/12/21	Peer Teaching	Chapter 29 Track & Field	
	Peer Teaching	Chapter 23 Lifetime Activity	

Selected Bibliography

Allison, P. & Barrett, K., *Constructing Children's Physical Education Experiences*, Pearson Education, New York, NY, 2000.

Gregson, D., *The Outrageous Outdoor Games Book*, David S. Lake Publishers, Belmont, CA, 1984.

Morris, G., *Changing Kid's Games*, Human Kinetics, Champaign, IL, 1999.

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**On-Campus Course Syllabus
ADDENDUM FOR SP 21
EDU 413 L1
Physical Education Methods**

In the event that Criswell College has to close the campus to on-campus classes in during the SP-21 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below.

Course Requirements and Assignments

Course requirements, assignments, and due dates will remain in place if this course must become a remote learning situation due to COVID restrictions.

Class Attendance

Students will be expected to fully participate in the course in spite of the COVID restrictions or protocols.

Remote Class Sessions: Identity and Participation Verification

Students must have their cameras on and participate in class discussions, projects, and presentations in spite of any COVID restrictions. The professor is responsible for sending the conferencing link to any and all students who must attend class from a remote location due to COVID protocols.