

**CRISWELL  
COLLEGE**



**On-Campus Course Syllabus  
EDU 413 L1  
Physical Education Methods  
Spring 2024**

**Class Information**

**Day and Time:** Tuesday 7:30-10:00 p.m.

**Room Number:** E 202 and Gym

**Contact Information**

**Instructor Name:** Kevin Manus

**Instructor Email:** [kmanus@criswell.edu](mailto:kmanus@criswell.edu)

**Instructor Phone:** 214-546-0452

**Instructor Office Hours:** [Tuesdays 6:30-7:00 p.m.](#)

**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-6<sup>th</sup> grade students.
2. Plan and teach physical education lessons based on the Texas Essential Knowledge and Skills (TEKS) that are appropriate for EC-6<sup>th</sup> 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-6<sup>th</sup> 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*. 15<sup>th</sup> 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 2/06/24**

**Day II 2/13/24**

**Day III 3/20/24**

**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: 3/05/24 Warm-Up**

**Ch. 16**

**3/05/24 Fitness**

**Ch. 1**

**3/19/24 Body Awareness**

**Ch. 15**

**3/26/24 Motor Routine**

**Ch. 16**

**4/02/24 Manipulative Skills**

**Ch. 17**

**4/09/24 Rhythm Activity**

**Ch. 19**

**4/16/24 Individual Stunts**

**Ch. 20**

**4/23/24 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: 3/05/24**

**Test 2: 4/2/24**

**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: 4/30/24**

**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: 4/30/24**

**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: 4/23 to 5/14/24**

**POINTS: 15 points ea**

## **Course/Classroom Policies and Information**

### **Class Attendance**

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,

- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

			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.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **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](mailto: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](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
1/16/24	Introduction to Physical Education	Chapter 1 pp. 1-19	
1/23/24	Elementary School PE	Chapter 2 pp. 20-34	
2/06/24	Teaching Children in P.E.	Chapter 9 pp.164-178	Game Day I – Level I
	Legal Liability, Supervision & Safety	Chapter 3 pp.35-59	
2/13/24	Preparing a Quality Lesson	Chapter 5 pp. 75-91	Game Day II– Level I
	Improving Instruction	Chapter 22 pp. 536-551	
2/20/24		Chapter 6 pp. 93-116	
	Management and Discipline	Chapter 8 pp. 131-162	
2/27/24	Evaluation	Chapter 22 pp. 551-563	
3/05/24	Test 1 (Ch. 1-9)	Chapter 4 pp. 60-74	
	Curriculum Development	Chapter 16 pp. 328-335	
3/11 to 3/15/24	Spring break		
3/19/24	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

3/26/24	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
4/02/24	Fundamental Motor Skills	Chapter 17 pp. 336-381	Motor Routine Activity Day
4/09/24	Manipulative Skills	Chapter 19 pp. 400-455	Manipulative Activity Day
	Rhythmic Movement Skills	Chapter 20 pp. 456-510	Rhythm Activity Day
4/16/24	Gymnastic Skills	Chapter 21 pp. 512-528	Individual Stunts Activity Day
	Cooperative Skills		Cooperative Activity Day
4/23/24	Test #2 (Ch. 4, 13-16)	Chapter 11 pp. 201-223	
4/30/24	Peer Teaching	Chapter 24 Basketball	Notes Due
	Peer Teaching	Chapter 25 Football	PE Notebook Due
5/07/24	Peer Teaching	Chapter 18 Body Manage	
	Peer Teaching	Chapter 27 Soccer	
5/14/24	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.