

EXER 132
Sports Skills for Majors
Spring 2007

INSTRUCTOR:

Dr. Donna Woolard

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TEXT:

Hilda A. Fronske. (2007). *Teaching Cues for Sport Skills for Secondary School Students*, 4th Edition. San Francisco: Benjamin Cummings.

GENERAL DESCRIPTION:

This course enables the student to develop skill competence, and an understanding of the instructional principles and strategies necessary for teaching sports and activities to K-12 students. To this end, students are expected to be able to identify skill progressions and drills useful in teaching and begin to develop effective and positive teaching techniques. The class meets for two hours on Monday, Wednesday, and Friday. It carries 3 semester hours of credit and is required for physical education majors.

RELATIONSHIP TO UNIVERSITY MISSION:

This class aids in achieving the University Statement of Purpose by:

- Preparing and aiding students to be good stewards of their bodies;
- Helping students develop an integrated Christian personality characterized by a wholeness of body, mind and spirit;
- Transferring knowledge and values related to exercise science and exercise pedagogy to students;
- Equipping students with needed skills and insights related to teaching physical education, and by encouraging students to grow professionally and develop a strong sense of personal and professional integrity;
- Preparing future sport, fitness and physical education professionals to live purposeful lives through undergraduate professional preparation and education;
- Providing services to the general community through research, professional service, continuing education, publications, presentations, and collaboration with the public schools.

All students are subject to the academic integrity and behavioral expectations of the University.

PROBLEM-SOLVING EMPHASIS:

This course involves the development of personal skills and knowledge needed to understand, perform, and teach sports skills. Problem solving approaches will be utilized in assignments and class activities.

LEARNING OBJECTIVES:

This course meets the standards and guidelines set forth by the North Carolina Department of Public Instruction for the preparation of physical education teachers. This course is designed to enable the student to:

1. Develop skill competence.
2. Understand the principles involved in teaching sports skills.
3. Apply an understanding of basic rules, skills, and strategies of various sports to teaching sports skills.
4. Organize and prepare useful teaching unit plans and daily lesson plans.
5. Understand progressions and drill development useful in teaching.
6. Begin to develop effective and positive teaching techniques.

GRADING CRITERIA:

Students are expected to come to class prepared to take notes, complete reading assignments, take part in class activities and discussions, and to be involved in physical activity. Shorts or sweats, T-shirt, socks and tennis shoes are required. A student not properly attired for activity or who fails to participate fully in the day's class activity will be marked as absent from class for that day.

All written work is to be turned in at the beginning of class. If you are absent, please arrange to have the work turned in for you. Assignments are not accepted more than two-week days past their due dates. Spelling, sentence structure, and diction are considered when evaluating written assignments. Originality and creativity are often the difference between average and above average marks. Neatness, thoroughness, and promptness are evaluated as the trademarks of professionalism. All written assignments are must be word-processed and printed using a laser-quality printer unless otherwise specified by the instructor.

1. Complete a "Clearance for Exercise Participation" form.
2. Participate in all scheduled activities.
3. Each student will design a physical education unit plan and daily lesson plans. (Details will be provided later)
4. Each student will complete compose a movie illustrating the critical elements of a sports skill. (Details will be provided later)
5. Each student will teach a five-minute lesson on a sports or physical activity skill or set up a drill. (Details will be provided later)

All tests and assignments is given a point value. Student grades are assigned according to the percentage of possible points earned by the end of the semester. See the example below.

Assignment	Points Earned	Points Possible	Percentages
Basketball Test	60	65	92
Basketball Skill	48	50	96
Lesson/Drill	10	10	100
Quiz # 1	20	25	80
PE Unit	90	100	90
Totals	228	250	
Grade Calculation	228/250 = 0.912 = 91% = B Calculation of final grade is based on percentage of points earned as shown here.		Do not average percentages for final grade!

Final grades will be assigned using a 7 point scale.

Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services located in the University's Hight House.

ATTENDANCE POLICY:

Participation is particularly important in this class. Students should attend class and be punctual. The instructor should be notified of absences in advance whenever possible. Nonetheless, it is the student's responsibility to be up-to-date and to arrange for make-up work.

It is University policy that instructors take attendance and that excessive absences (15 percent) may result in automatic failure of the course. Instructors may set more restrictive standards at their discretion. It is important to note that the 15 percent rule covers all absences from class, excused and unexcused, including absences related to participation in athletic events, choir performances, major field trips and the like.

- For MWF classes, 7 absences may invoke the 15 percent rule
- For TTh classes, 5 absences may invoke the 15 percent rule
- For evening classes, 3 absences may invoke the 15 percent rule
- In physical activity classes, students inappropriately dressed for class activities may be marked as absent for that day

Attendance Grades: In this class, students that attend class regularly are rewarded and students that fail to attend class as scheduled are penalized. Your attendance record contributes to your final grade in the same manner as a test or assignment score. A student's attendance grade equals the percentage of days he/she attended class when roll is taken.

- Students that miss more than 4 classes will be assessed an additional absence penalty. The penalty is the loss of 2% (2 points) off your final grade for each absence in excess of the allowed days.

- Excused absences and game days do not count toward attendance grades provided they are properly documented. However, all absences count toward absence penalties.
- Habitual tardiness for class may be penalized. Three tardies may be recorded as an unexcused absence.
- Extreme tardiness is marked as an absence.

The use of laptops during class for anything not immediately pertinent to class discussion is prohibited. Violation of this policy will suspend the student's laptop privileges in all classes taught by this instructor.

TOPICAL OUTLINE:

- I. Introduction
 - A. Syllabus and class policies
 - B. Class Overview
- II. Elements of Physical Education
 - A. Mechanical Aspects
 - B. Psychological Aspects
 - C. Objectives and Programs
 - D. Future of Physical Education
- III. Principles of Physical Education
- IV. Physical Education Activities (Possible activities are listed in alphabetical order. The actual activities included in the class will be decided based upon the needs and interests of those enrolled.)
 - A. Aerobic Activities
 1. Aerobic Dance
 2. Aerobic Kickboxing
 3. Other Aerobic Activities
 - B. Badminton
 - C. Basketball
 - D. Bowling
 - E. Dance
 1. Folk Dance
 2. Line Dance
 3. Social Dance
 4. Square Dance
 - F. Field Hockey (Floor Hockey)
 - G. Football: Touch and Flag
 - H. Golf
 - I. Recreational Sports and Adventure Activities
 1. Adventure Activities
 2. Cycling

3. Hiking and Backpacking
 4. Orienteering
 5. Roller Blade Activities
 6. Table Tennis
- J. Soccer
 - K. Softball
 - L. Team Handball
 - M. Track and Field
 - N. Tumbling
 - O. Volleyball
- V. Activity Outline (Activities will be covered using this general outline.)
- A. Nature and Purpose
 - B. Equipment
 - C. Rules
 - D. Learning Sequence
 - E. Skills and Techniques
 - F. Drills
 - G. Playing Strategy
 - H. Modifications for Special Populations
 - I. Terminology