

EXER 339
Elementary PE Methods:
Movement Experiences for Children
Fall 2006

INSTRUCTOR:

Dr. Donna Woolard

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TEXT:

Pangrazi, Robert. (2004). Dynamic Physical Education for Elementary School Children (14th ed.). Benjamin Cummings.
Companion Web Site: http://wps.aw.com/bc_pangrazi_physed_15/

NASPE. (2004). Moving Into the Future: National Standards in Physical Education (2nd ed.). Reston, VA: AAHPERD Publications.

GENERAL DESCRIPTION:

This course is designed to provide students with insight into the overall physical education program for students in grades K-6. Program goals and objective, the elementary school child's development, teaching styles, and program planning are covered. Students are provided with both observation and teaching experiences in the elementary school. This course is for physical education teacher education majors only. The course will be taught during the fall semester of even numbered years (e.g., 2006, 2008, 2010) only.

RELATIONSHIP TO UNIVERSITY MISSION:

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

- Transferring knowledge and values related to the broad field of exercise science to students
- Equipping students with needed skills and insights related to the broad field of exercise science, and by encouraging students to grow professionally and develop a strong sense of personal and professional integrity
- Preparing future professionals in the broad field of exercise science to lead 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 other professionals and institutions within the broad field of exercise science

<i>All students are subject to the academic integrity and behavioral expectations of the University.</i>
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PROBLEM-SOLVING EMPHASIS:

Class activities include problem solving in physical education and health education teaching situations. A variety of challenging assignments have been designed to promote the problem solving abilities of prospective teachers. Students are encouraged to complete assignments in a creative manner.

TECHNOLOGY INFUSION:

This course will use technology designed to development student competence in the use of technology and computer skills. Students are required to have an email address and check it regularly. Email and Dr. Woolard's Home Page will routinely be used to distribute assignments and class information. Online resources, computer programs, and the World Wide Web will be used in assignments and class activities. SmartBoard demonstrations and interactions, videotapes, PowerPoint presentations and online quizzes will also be used in this course.

LEARNING OBJECTIVES:

This course is specifically designed to meet guidelines and competencies required by the North Carolina Department of Public Instruction. To this end, a student who completes this course will be able to:

1. Describe the role and objectives of the elementary school and identify the role of physical education in the elementary school curriculum.
2. Develop a personal philosophy of elementary physical education.
3. Identify the characteristics and needs of elementary students.
4. Identify program emphases and elements appropriate to the 3 developmental levels.
5. Plan, organize, and conduct physical education experiences that meet the needs of the learners in a sequential and progressive manner.
6. Identify and use various teaching styles and methods and begin to develop an individual teaching style.
7. Display an understanding of learning styles and articulate how differences in learning styles affect (or should affect) the teaching-learning environment.
8. Satisfactorily plan, write, and implement performance/behavioral objectives, lesson plans, units, and programs that are appropriate for elementary physical education.
9. Identify and emulate the characteristics of effective elementary school teachers.
10. Recognize and apply appropriate and efficient techniques of class management and control for the elementary school level.
11. Show willingness and ability to follow prescribed administrative procedures.
12. Formulate and implement plans to individualize instruction, evaluate and grade student performance.
13. Incorporate teaching resources, educational media, and educational technology appropriate for elementary physical education.
14. Observe, record, assess and evaluate behaviors of students and teachers in order to enhance the teaching-learning experience.
15. Learn and improve skills in selected physical education activities and teaching behaviors.
16. Explore professional development opportunities and show an appreciation for the importance of professional involvement. This appreciation is best displayed through participation in professional activities.

ASSIGNMENTS:

The class will be given various assignments as the semester progresses. These will include textbook readings, supplemental readings, mini-lab experiments, observation, developmental analysis of motor skill performances, and short papers. Each student is expected to complete reading assignments and participate in class activities and discussions. 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. Late assignments will lose the equivalent of one letter grade per weekday that the paper is late. Spelling, sentence structure, and diction will be considered when evaluating written assignments. Neatness, thoroughness, and promptness will be evaluated as the trademarks of professionalism. All written assignments are to be word processed unless otherwise specified by the instructor.

Online quizzes are at www.quizlab.com and class attendance records and grades are at www.mygradebook.com. Log-in with the classword "EXER 339" and your Campbell University ID as your password.

Online quizzes may not be made up except under the most extraordinary circumstances. The quizzes will be posted and available for an extended time so that students may improve their scores and increase their knowledge. Students that delay taking the online quizzes are unwise and often suffer consequences for their procrastination. Should it be necessary to make up an online quiz, the student will be required to make an appointment to take a "closed book" written makeup quiz in the department office. The appointment must be scheduled within two weekdays of the quiz deadline.

GRADING CRITERIA:

All tests and assignments will be given a point value. Student grades will be 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
Chapter 1 Quiz	60	65	92
Chapter 2 Quiz	38	46	83
Writing Objectives	10	10	100
Profiles of Struggle	50	60	83
Homework	5	5	100
Attendance Percentage* See Attendance Grades	$15 \div 18 = 83$	100	83
Totals	163	286	
Grade Calculation	$246 \div 286 = 0.86 = 86\% = B$ 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 the 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.

PEER TEACHING:

Peer teaching is the cumulative class activity. Students will plan elementary school level physical education lessons and teach those lessons to the class. The instructor and class members will evaluate those lessons. Students will also self-assess their teaching performance. Absences during peer teaching cannot be made up and therefore are to be avoided.

ATTENDANCE POLICY:

Students should attend class and be punctual. Tests and class work may be made-up only if the absence is excused. Some in-class activities cannot be made up. 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 standards that are more restrictive 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 5 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.

TOPICAL OUTLINE:

- I. Introduction to Elementary School Physical Education - Ch. 1
- II. Physical Activity and the Growing Child - Ch. 2
- III. The Basis for Motor Learning - Ch. 3
- IV. Developing the Elementary Physical Education Curriculum - Ch. 4
- V. Planning for Quality Instruction - Ch. 5

- VI. Creating and Maintaining a Positive Learning Environment - Ch. 6
- VII. Class Management and Control - Ch. 7
- VIII. Individualizing Instruction - Ch. 8
- IX. Legal Liability and Maintaining a Safe Learning Environment - Ch. 9
- X. Evaluation of Elementary School Children - Ch. 10
- XI. Educating for Wellness at the Elementary School Level. Ch. 11 and 13
- XII. Elementary Physical Education Activities and Learning Experiences - Chs. 12, 14-32
- XIII. Professional Development - TBA

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