

UTTC Teacher Education

Syllabus

EDU 340 Elementary Physical Education / HPR 240 Intro to Physical Education

Course Information

Credit Hour: 3

Semester/Year: Fall 2014

Class Location: ED B03

Time: Tuesday and Thursday 10:30 am-11:50 am

Course Blog:

Instructor Information

Instructor: Randy Lamberth

Phone: (701) 255-3285 ext. 1391

Office Location: COED Dorm first floor

E-Mail: rlamberth@uttc.edu

Special Considerations: Class will not be held on the following dates:

- Monday, Sept. 1st – Labor Day Holiday
- Friday, September 5th – UTTC International Pow-Wow
- Monday, Sept. 8th – Staff Professional Development Day
- September 24th -25th – All Campus Professional Development Days
- Tuesday, Nov. 11th – Veteran’s Day Observance
- November 26th – No afternoon classes
- Thursday & Friday, Nov. 27th & 28th – Thanksgiving Holiday
- Monday – Wednesday, Dec. 15th – 17th – Final Exams

Dates to Note:

- August 25th – Classes begin
- September 5th – Last day to Register/add or drop a class
- September 17th – U.S. Constitution Day
- September 22nd-26th – Homecoming Week
- October 10th – N.D. First Nations Day
- October 13th – 15th – Midterm Exams
- October 20th – Pre-registration for Spring classes begins
- October 22nd – Career Fair
- October 24th – Last day to withdraw from Fall classes
- December 12th – Last day of classes
- December 15th-17th – Final Exams
- December 19th – Fall Graduates Honoring

Required Textbooks:

Graham, G. (2008). *Teaching Children Physical Education: Becoming a Master Teacher* (3rd Ed.). Human Kinetics. ISBN-13: 978-0736062107.

Course Description:

This is an interdisciplinary course designed to prepare teacher candidates with the philosophy, knowledge, and skills necessary to become competent teachers of elementary physical education, safety, and health education. Strategies included are observation, analysis, and journal writing during early clinical experience. Additionally, this course will broaden the candidate’s understanding of children's play, health, and physical activity.

Course Student Outcomes:

<i>Through participation in this class the teacher candidates will:</i>	<i>Assessment</i>
1. Identify the North Dakota State Standards for the instructional areas of health and physical education.	Assignments
2. Demonstrate skill and knowledge to plan, implement, and evaluate fundamental motor skills such as basic locomotor, non- locomotor, and manipulative skills appropriate for children participating in elementary physical education activities.;	Assignments, Projects
3. Understand the psychological contribution of physical education activities such as positive interrelationships developed among the children and the enjoyment of activities resulting in improved motivation and participation in the total school curriculum.	Project and lesson plan
4. Plan, implement, and evaluate units on exercise and fitness that include the assessment of the child’s level of physical fitness.	Unit Plan
5. Demonstrate both skill and knowledge required for planning and preparing instruction in a sequence of activities for achievement for curricular goals in an elementary physical education environment.	Assignments, Tests, and Quizzes
6. Demonstrate skill and knowledge required to evaluate one’s own teaching performance relative to accomplishing both short and long term goals and making desirable adjustments to enhance subsequent teaching and program effectiveness through reflections and experience gained in teaching children in a school setting.	Lesson debriefing and reflection paper

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

ND ESPB Elementary Education Standard	Assessment
50015.2 Curriculum 2h. Physical Education	In class activities, homework, and final project

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department’s conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practica in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Course Attendance Policy

Regular class attendance is important for you to understand the material in this class. The responsibility for regular attendance is entirely yours. We understand there are circumstances that are justified for missing class (i.e. severe illness or death in the family); however, in JICS (my.uttc) you will still be counted absent from the course regardless of the circumstances. The instructor will document the reason for absences in the event that an issue arises due to excessive absences. In any event, the following procedures apply:

1. You are responsible for material covered in classes you miss.
2. You are responsible for the decision to be absent on the day of a scheduled examination well aware that you may not be able to take it later.
3. You may refer to the UTTC student handbook/planner that addresses campus attendance policies.

Expect class to last the entire scheduled time. You may not leave class early without a valid excuse or without having made prior arrangements with the instructor. Choosing to do so may result in you being considered absent for that class period.

Student Tardiness

You must be seated and ready to begin class at the scheduled time. Tardiness is unprofessional and will be recorded and closely monitored by the instructor of the course. Significant tardiness, arriving **fifteen (15) minutes after** the posted start time for a 50 minute class, *may* result in you being considered fully absent from class.

Tardiness will be documented within the JICS system. If tardiness becomes a problem, a staffing may be conducted.

Student Behavior in the Classroom

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

Late Assignments Policy

All student work is expected to be completed and turned in by the assigned due date. All class assignments are due at the *beginning* of the class period or they are considered late. All presentations must be completed on the original date due or you will forfeit any possible points. The only exception to this is if you have made arrangements with the instructor *before* the scheduled presentation. If you are absent for a scheduled field trip and/or guest speaker, it is highly likely you will forfeit points for those activities as it is challenging to make up these types of activities.

Late work will not receive full credit. All late work (that which has been arranged with the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Disabilities Learning Policy

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability as established under section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Reasonable support services, accommodations, and appropriate referrals are coordinated through the office of Disability Support Services. The Disability Support Services office is located in the Wellness Center. The DSS department can also be reach at 701.255.3285, ext. 1516 or 1465.

Programmatic Procedures

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is for not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Cell Phones

Out of respect and courtesy to your fellow students and your instructor, please leave your cell phone off during class. If you absolutely must leave it on in an emergency situation, let your instructor know before class that you may be getting a call then turn off the sound and use the silent ring mode. If a phone call is received, quietly take the call in the hall where you will be less of a distraction. **Texting is a distraction and a sign of disrespect and will not be allowed in class.** If cell phones are used in class in any other circumstances other than emergencies, (relayed to the instructor *before* class) the student using the cell phone will be counted absent.

Background Checks

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you

must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments. On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

Course Requirements

- Attend all class sessions.
- Complete all readings, activities, and projects assigned by the instructor.
- Participate fully and effectively in class activities.
- Complete all exams and quizzes.
- Classroom observations and field experience.

Grading Requirements

Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

- Writing is expected to be at the collegiate level.
- All assignments should be typed.
- 10% of the total will be deducted if they are not.

Scholarship, attitude, initiative, cooperation, and improvement will also be considered.

Evaluation of Student Performance (Including Grading Policy)

Grades

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Failing	Below 60%

Evaluation Criteria

A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a breakdown of percentage points earned:

50% Projects and Assignments **30%** Course Participation **20%** Tests / Quizzes

Submission of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

Writing Style

All reports and presentations are required to be typed and have a cover page indicating:

- Candidate's name
- Title of their paper or presentation, and
- Date that the assignment is due.

At the lower portion of the cover page include:

- The name of the course
- Add the Teacher Education Department slogan:
“Preparing Competent, Caring Teachers”
- Instructor's name

**When typing use Times New Roman, Arial, or Courier text style size 12.

**Double-spacing the body of your assignment is a must with deduction of points if not followed.

**Include a reference page if necessary.

**Points will be deducted from assignments that do not have a cover page and the required information.

Candidates are expected to be aware of assignments and their due dates. All assignments must be typed unless otherwise specified

Description of Assignments

Reflection Questions: Students will respond to selected reflection questions. The responses to the questions must be typed. The questions will be related to the readings and material covered in class.

Pedometer Assignment: You will complete a quiz on their knowledge of the pedometer, a tool used in physical education. The students will estimate the number of steps that they take in an average day and then track the steps using their pedometer. As a class we will discuss the importance of daily activity.

Personal Fitness Plan: Being a good role model is important for the physical education teacher. To help the students think about their position as role model they will do a personal fitness plan which they will follow over the course of the semester. The students will establish both short and long term health and fitness goals which they will submit at the beginning of the semester. Throughout the semester they will track their progress and submit a report at the end of the semester.

Protocol: Establishing classroom protocols are an essential tool in creating and maintaining a positive learning environment. Students will plan out the protocol they would use in your physical education classroom that will support and maintain an physically and emotionally safe environment. They will then demonstrate the protocol and make changes based on instructor and peer feedback.

Nutrition Assignment: Using online fast food menus and nutrition information to help them determine the nutritional value of their common choices at a fast food establishment. They will then plan three meals based on the “What’s on My Plate” nutritional guidelines. The students will then design an activity for a health class based on the assignment.

Designing a Game: You will select a game that would be played in an elementary PE class and outline the steps for teaching a game to students in a physical education class. They must take into consideration the grade level of the students, the location of the class, the ND Standards, the available equipment, the time constraint, and other applicable factors. The plan allows for students to carefully look at all the factors they need to take into consideration when planning a lesson for a physical education class.

Health Lesson: Using the North Dakota Health Standards the students will plan a lesson for a health class. The lesson must follow the standard format for lesson planning and will be presented as a peer teach.

Demonstration: Select one activity that is related to the day’s lesson. ex. balancing on one foot. Prepare a demonstration so the students can practice the activity. For example bring up two students and have them balance on

one foot, discuss proper body alignment .Determine if the students understand the activity. Prepare a 2 to 3 minute activity to practice the skill demonstrated. For example balance on your right foot for 30 seconds with hands extended then switch to the left foot. You will demonstrate your activity to the class and prepare a brief outline of the process that addresses the above expectations.

Motivation: You will read the article on motivation (handout) and chapter 7 in your text book and develop a five step plan to motivate the students in your class to be active both in class and outside of class. The plan should include a description of the five techniques you will use and how they will motivate the students.

Observation Task Sheet: After completing the chapter on assessment students will design a tool to be used to record students' performance on a task that they are covering in the class. During their field experience they will use the tool to record observations and student's performance on a task.

Physical Education Lesson: Students will prepare a lesson for a physical education class using the standard lesson plan format. The students will teach the lesson to their classmates.

Letter to Parents: You will write a letter to a student's parent to report on their child's progress in your physical education classroom. You will also prepare three comments that describe students' progress in your physical education class that can be used as part of a teacher report.

Critical Thinking: You will develop a plan to ensure that critical thinking is part of the physical education lesson. Their plan must include divergent questioning, atmosphere, pinpointing, verbal problem solving, call-outs, and wait-time. The plan needs to identify ways to include critical thinking opportunities in the physical education classroom.

Assessment Instruments: Assessment is an important part of a good physical education program. After reviewing several types of assessment instruments you will develop both a formal and an informal assessment instrument that can used to assess student's progress in a physical education environment.

P.E. Survival Guide: It is critical to have an arsenal of games and activities that can be used in the gym, classroom, or outdoors. In this assignment you will you a verity of resources to create 15 survival games and activities.

Technology Resources: Create a list of technology resources that can be used in the P.E. classroom. The resources will include but are not limited to Smart Board/Active Board lessons, I-Pad applications, web resources, smart phone applications, etc. You will identify the resource, write a brief description, describe how the resource will be used, identify strengths and limitations, and identify alternatives.

Field Experience: The students are required to observe and reflect on observations in PE classes in their assigned location for pre-student teaching. The students will also go as a group to two local elementary schools to observe in the physical education classroom. The students will work in pairs to teach a PE lesson.

Exams: There will be a midterm and final exam based on the readings and content covered in class.

<p><i>The disclaimer</i> - This syllabus may be adapted to meet the needs of the class and schedules of outside resource persons necessary to meet the objectives of the class.</p>
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SYLLABUS ACKNOWLEDGEMENT

Please sign this form, detach from syllabus, and return to the instructor.

Course Title: Elementary Physical Education

Course Number: EDU 340

Semester: Fall 2014

Credit Hours: Three (3)

Instructor: Randy Lamberth

My signature below indicates that the content of this syllabus has been explained to me, that I understand what is expected of me, and that I have been given a copy to keep for future reference.

Print Name

Signature

Date