



# UNITED TRIBES TECHNICAL COLLEGE

## EDU 340 Introduction to Physical Education Syllabus Fall 2017

### Instructor and Class Information

<b>Instructor Name</b>	Lezlie McElwee
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<b>Office Location</b>	Main Education Building 123
<b>Office Hours</b>	Tuesday & Thursday 10:00AM - 2:00PM
<b>Section Number</b>	A
<b>Start Date</b>	8/22/2017
<b>End Date</b>	12/8/2017
<b>Meeting Times</b>	Mon-Wed-Fri 9:00AM - 9:50AM
<b>Location</b>	Main Education Building B03

### Course Information

<b>Course Number</b>	EDU 340
<b>Course Title</b>	Introduction to Physical Education

#### **Course Description**

This course provides an introduction to physical education and recreation professions. Areas of emphasis include a basic understanding of opportunities in these professions, the philosophy of physical education and recreation and the history of the field of physical education and recreation in tribal and urban communities. The role of physical education and recreation professions within community wellness initiatives will also be investigated. Course participants will have the opportunity to learn about and engage in traditional Native American forms of physical education and recreation. A field placement is required for the course.

<b>Total Credits</b>	3.00
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#### **Textbooks**

Wuest, D. A., Fissette, J. & McLean, L. (2013). Foundations of Physical Education, Exercise Science, and Sport. 17th Ed., McGraw Hill. ISBN-13: 9780078095788

### Course Objectives

- 1. Understand the requirements and responsibilities of being a physical education professional.**
- 2. Examine the relationship between the major educational philosophies and their application to physical education professions.**

3. **Identify the goals and objectives of physical education and the characteristics of a quality physical education program.**
4. **Investigate the historical foundation of physical education in Native American communities and its implications for contemporary lifestyles.**
5. **Research and apply technology applications appropriate for the physical education professions.**
6. **Research and engage in traditional Native American games and other forms of physical activities.**

## **UTTC Policies**

### **1. Grading Scale**

<b>Grade</b>	<b>Percentage</b>
A	90-100%
B	80-89%
C	70-79%
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 & Assignments      30% Course Participation      20% Tests/Quizzes**

### **2. Communication**

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

### **3. Attendance Policy**

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

Every student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of their peers to obtain information concerning assignments, handouts, and any changes or announcements.

Student grades will be impacted by the frequency and quality of participation in class.

#### **4. Summit Attendance**

All UTTC students participate in the United Tribes Technical College Tribal Leaders Summit & Trade Show in September at the Bismarck Event Center. Students are expected to be at the Summit from 1:00pm to 3:00pm on Tuesday and 9:00am to 3:00pm on Wednesday and Thursday. Transportation to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure.

At the conclusion of the Tribal Leaders Summit, the student is expected to write an essay on how the session presentation connected to the "Communities – Stronger Together" theme. Include the title of the sessions attended, the names of the presenters, a brief description of the content presented in each session, the presenter style, and how the sessions connected to the theme. Visiting the exhibit hall can be included as a session. The essay is considered an assignment for each one of the students' courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

#### **5. Policy for Late Submission**

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

#### **6. Cell Phone**

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

#### **7. Student Behavior**

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. 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.

## **8.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 for you; and you cannot copy an assignment from a student who took the same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: 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. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are 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.

## **9.Students with Disabilities**

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

## Class Schedule

<b>Date/Session</b>	<b>In Class Topics</b>	<b>Assignments/ Projects</b>
Week 1	Successful Teaching	Read Chapter 1 Reflection Questions (page 13, questions (1,2,4))
Week 2	Planning to Maximize Learning	Read Chapter 2 How Can I Do It All? (page 21) Questions for Reflection (page 32, questions 1,2) Fitness Plan
Week 3	Summit	Reflection paper on the sessions attended at Summit
Week 4	Creating a Positive Learning Environment	Read Chapter 3 Teaching Stopping and Starting Respect Rules Questions for Reflection (page 49, questions 1,2, 6)
Week 5	Minimizing Off-Task Behavior and Discipline Problems	Read Chapter 4 Discipline Model/ Consequences for Misbehavior Models Questions for Reflection (page 66, questions 3,6) Survival Guide Activities
Week 6	Getting the Lesson Started	Read Chapter 5 "I Wonder What's Going On Here?' Video Lesson Reflections Poster/ Bulletin Board Questions for Reflection (page 78, questions 1,3)
Week 7	Instructing and Demonstrating	Read Chapter 6 Play-Teach-Play Lesson Questions for Reflection (page 97, questions 1, 4, 8)
Week 8	Midterm	Survival Guide Activities Peer to Peer Teachings

Date/Session	In Class Topics	Assignments/ Projects
Week 9	Motivating Children to Practice	Read Chapter 7 Task Sheets Station and Learning Centers Homework Task Card
Week 10	Observing and Analyzing	Read Chapter 8 Questions for Reflection (page 126, questions 4, 5) Survival Guide Activities
Week 11	Developing Content	Read Chapter 9 Developmental Progression of Tasks All Task Pattern
Week 12	Providing Feedback	Read Chapter 10 Positive/ Negative Praise Chart Feedback Analysis Form Questions for Reflection (page 161, question 3)
Week 13	Building Positive Feelings	Read Chapter 12 Goal Setting Questions for Reflection (1, 3, 5) Survival Guide Activities
Week 14	Assessing and Reporting Children's Progress	Read Chapter 13 Grading Scale/ Rubric Questions for Reflection (5,6) Letter to Parents
Week 15	Developing as a Teacher	Read Chapter 14 Survival Guide Activities
Week 16	Finals Week	Physical Education/ Health Lesson Peer Teach

## Description of Assignments

**Reflection Questions:** Students will respond to selected reflection questions. The questions will be related to the readings and material covered in class. Reflection responses will be kept in a journal.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

## **Midterm**

**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.

## **Final**

**Health Lesson:** Using the North Dakota Health Standards the students will plan a lesson for a health class. The students will teach the lesson to their classmates.

**Physical Education Lesson:** Students will prepare a lesson for a physical education class using the standard lesson plan format.