

EXAM 1	20%	100
EXAM 2	20%	100
Skill theme Presentation	8%	40
Online Submission	2%	10
Philosophy	10%	50
Motor Skills Analysis	5%	25
Game design	3%	15
Shopping Frenzy	5%	25
Peace Journal	3%	15
PE & Technology	4%	20
FINAL	20%	100
TOTAL	100%	500

Grading Scale

465-500=A 450- 464=A- 435 – 449 =B+ 415 – 434=B 400 – 414=B-
 385 – 399=C 365 – 384= 350 – 364=C- 300-349=D <300=F

Attendance Policy

In accordance with the GMU Attendance Policies, “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

Professional dispositions: This course is foundational to all courses that lead to teacher licensure and the Bachelor of Science in Education degree. Student attendance and participation in class activities are directly related to professional development and dispositions in this career; therefore, you are expected to attend class regularly. You are entering a licensure program that requires several developmental stages toward becoming a professional committed to student learning in schools. Professional dispositions are values, attitudes and professional ethics toward learners, peers, professors and the learning process. You will self-evaluate on dispositions throughout the semester and examine your commitment to the teaching profession.

The following scale will be used

- Two (2) absences are permitted
- Two (2) “tardies” = 1 absence*
- Two (2) “early departures” = 1 absence*
- 3 absences = 15 grade points
- Each additional absence = 10 points

*Attendance is taken at 9:00 am. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.

Email is strongly encouraged when absent. In order to receive full credit: the assignment must be submitted online on the date it is due. **All assignments are highlighted on the syllabus under course outline.**

Description of Assignments:

- a. Philosophy of physical education: Develop your physical education philosophy at the beginning of the semester and provide a more detailed philosophy at the end of the semester. Attach original version of the philosophy to the revised copy. There must be a revision or elaboration of your original paper. Include at least 3 resources for your bibliography.

- b. Motor Skills Analysis: Use Haywood's Component Approach to observe assigned motor patterns of children during your field observation. Acquire data on each child's participation in and out of school and adapt several motor skills to motivate them. Rubric is provided. You will need to assess a child preferably in the K-3 grade level.
- c. Game Design: As part of a small group you will design an educational game in class that meets established criteria for a learning experience. You will organize and teach peers your game design.
- e. Shopping Frenzy: A Nasco Physical Education catalogue will be provided. You will order equipment for one year staying within the criteria.
- f. Skill Theme Progression Presentation: You will be responsible for creating a progression of activities in a chosen skill theme and presenting it to your peers. The STA template on blackboard will be used. The progression of activities will be submitted online one week prior to the presentation in class for instructor approval.
- g. Peace Journal: You will be responsible for keep a journal entry 3 times a week which will be discussed and submitted at the end of the semester. All criteria will be posted on blackboard and a rubric will be provided.
- h. PE & Technology: During observation and analysis of motor skills you will videotape a peer in class using the application Ubersense or Coach's Eye and develop skills in analyzing mature motor patterns.
- i. EXAM #1: The content of the Exam will consist of Chapters 1,2, 3, 7, 16, 17, and 18. The questions will be multiple choice, true/false and short answer.
- j. EXAM #2: The content of the exam will consist of chapters 11, 12, 19, 20, 21, 24, 25, 26, and Kathleen Components Approach. The questions will be multiple choice, true/false, fill-in and short answer.
- k. FINAL EXAM: The content of the exam will be partially cumulative and a specific focus on chapters 22, 23, 27, 28, 29, 30. The questions will be multiple choice, true/false, fill-in and short answer.

TENTATIVE COURSE OUTLINE

Week 1

- Aug. 26 (M): Introduction to course, purpose, objectives, policies. Phys. Education, Phys. Activity, Phys. Exercise, Physical Fitness READ: Exercise is a State of Mind: mymason.gmu.edu
- Aug. 28 (W): Chapt. 1, Purpose of PE in schools. Virginia Standards Instructional Resources in PE Assign Version 1 – Philosophy paper **READ: The Importance of PE**

Week 2

- Sept. 2 (M): LABOR DAY UNIVERSITY CLOSED
- Sept. 4 (W): **Freedom Center Closed. Classes will meet in Bull Run Hall, Room 131.**
 Chapt. 2, The Skill Themes Approach,
 Sports vs. STA, Sports to Skill Themes Lab **READ: Get Out and Play**
 PHED MAJORS MEETING: 10:00-11:00 am in the Bull Run Hall Atrium, 2nd floor

Week 3

- Sept. 9 (M): Chapt. 3 Movement Concepts
Version 1 – Philosophy Due
 Discuss Get Out and Play
- Sept.11 (W): Chapt. 13 Space Awareness, Space Ship, red, green, yellow light
 “Pac Man” “Musical Chairs” using squad formation “NO Vacancy” or “City Street,
 “Crowded Spaces”
 READ: Faster, Stronger, Smarter
Assign Shopping Frenzy

Week 4

Sept. 16 (M): Chapt. 15 Relationships, Solo, Partner, Between Groups, Alone in a Mass
 “Magic Hoops” (w/objects) **Read: Skill Analysis**

Sept. 18 (W): Chapter 5 Generic Skill Levels Discuss Skill Analysis Article
 Chapter 11 Observing Student Responses
 Chapter 17 Effort “Change Gears”, “Follow the Leader”
Shopping Frenzy Due

Week 5

Sept. 23 (M): *Exam #1*

Sept. 25 (W): Chapter 19 Jumping and Landing George Graham
 Model Skill Theme Progression *Children Moving: Assign Presentation Schedule*
READ over arm Description

Mid-Term**Week 6**

Sept. 30 (M): Chapt. 23, Throwing and Catching Kathleen Haywood
 Haywood’s Component Approach for observing motor patterns.
 Assessing the Developmental Level of Throwing
Assign Motor Analysis

Oct. 2 (W): Chapt. 23, Throwing and Catching, George Graham
 Video each student’s throwing pattern using Ubersence Application

Week 7

Oct. 7 (M): Chapter 11 Observing Student Responses
 Summary of throwing pattern from video using Haywood’s Approach
STA (Throwing) Presentation:
STA (Catching) Presentation:

Oct. 9 (W): TBD **STA (Traveling) Presentation:**

Week 8

Oct. 14 (M): COLUMBUS DAY UNIVERSITY CLOSED

Oct. 15 (T): Chapter 16 Traveling Patterns Tinkling and Jump Bands
STA Presentation:
Motor analysis I Due

Oct. 16 (W): Chapter 17 Chasing, Fleeing, Dodging
STA Presentation:
 Chapter 24 Dribbling
STA Presentation (Dribbling – feet):
STA Presentation (Dribbling – hands):

Week 9

Oct. 21 (M): Chapt. 24, Volley & Dribbling
STA Presentation (Volley):
 Student Teacher Video

Oct. 23 (W): Chapt. 22 Kicking & Punting
STA (Kicking) Presentation:
STA (Punting) Presentation:

Week 10

Oct. 28(M): TBA

Oct. 30(W): *Exam #2*

Week 11

Nov. 4 (M): Chapt. 25 Striking with Rackets and Paddles

STA Presentation (Paddles):

Nov. 6 (W) Chapt. 25 Striking with Rackets and Paddles

STA Presentation (Rackets):**Week 12**

Nov. 11 (M): Chapter 26 Striking with Long Handled Implements

STA Presentation (LHI):**STA Presentation (LHI):**

Nov. 13 (W) Chapt. 30 Skill Themes in Games

Game Design with Partners

Tchoukball

STA Presentation (LHI):

Nov. 8-10: VAHPERD CONVENTION, Virginia Beach

Week 13

Nov. 18(M): Chapt. 29 Gymnastics READ: Balance – It Just Takes Practice

Game Design Presentations

Nov. 20(W): Chapt. 20 Balance

Solo balance, partner balance, group balance

STA Presentation (Balance):**Week 14**

Nov. 25(M): Chapt. 21 Weight Transfer, Rolling Skill

STA (Weight Transfer) Presentation:**STA (Rolling) Presentation:****Revised Philosophy Due**

Nov. 27(W): Chapter 28 Dance, Rhythms & Dance, Introduction to Creative Dance:

Sport Skills Movement

STA Presentation (Dance):

32 Count Sequences. Create Own Sequence. Rhythmic Dance, Ribbon Sticks, Jump Ropes, Scarves, Instruments, Lummi Sticks William Tell Overture

Week 15

Dec. 2 (M): Cultural Dances, Latin Dance, Salsa Dance, Cha Cha

Dec. 4 (W): Rhythmic Dance, Country Dance, Line Dancing, Cowboy Motion, Cowboy Boogie,

I Love a Rainy Night, VA Reel

Week 16

Dec. 9 (M): Reading Day

Final Exam: Per Final Exam Schedule: Monday, Dec. 16, 2013, 9:00-10:15 am

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

