GEORGE MASON UNIVERSITY  
Undergraduate Studies in Education  
School of Recreation, Health and Tourism

PHED 202 – Teaching Skillful Movement  
Spring 2011

DAY/TIME: M-W 12:00 – 1:15  
LOCATION: Freedom Center Rm 214

PROFESSOR: Mrs. Linda Krout  
OFFICE PHONE: 703-993-2096

OFFICE LOCATION: Bull Run Hall Rm 210 C  
OFFICE HOURS: M W 10:30- 11:30, 1:30-3:30  
T R By Appointment

FAX NUMBER: 703-993-2025

EMAIL ADDRESS: lkrout@gmu.edu

PREREQUISITES: None

COURSE DESCRIPTION:
Covers planning and presenting lessons on numerous motor skills using varied teaching strategies in a peer teaching session.

COURSE OBJECTIVES
At the completion of this course teacher candidate should be able to:

1. Develop lesson plans for educational gymnastics, rhythm and dance, games and fitness activities that include: instructional objectives, material and equipment needed, safety considerations, instructional tasks with at least two possible modifications to accommodate different skill levels, instructional cues, and organization and management of space, people and equipment.

2. Develop and implement tasks that utilize appropriate progressions and instructional strategies, and take into considerations skill level, learners readiness, and learners’ experience.

3. Use managerial and instructional routines to create smoothly functioning learning experiences.

4. Organize and manage time, space, people, and equipment in such a way that every learner gets a fair chance at learning.

5. Describe and use different behavior management strategies according to the level of misbehaviors.

6. Communicate managerial and instructional information verbally and non-verbally (e.g. demonstration, posters, video) to accommodate various type of learners and facilitate learning.

7. Use the pedagogical knowledge gained through lectures, lab, peer-teaching, and professional readings to develop and implement lesson plans that are safe and developmentally appropriate for learners.

8. Demonstrate the ability to efficiently set up and use videotaping equipment.

9. Videotape and analyze lessons using various assessment tools in order to reflect and revise practice.

REQUIRED READINGS: Rink, J. (2010). Teaching Physical Education for Learning. (6th ed), Boston: McGraw-Hill. **Students are responsible for all work conducted in class regardless of being absent. NO late work will be accepted.**

REQUIRED FLIP MINO HD VIDEO CAMERA, 8 GB, 2 Hours (2nd Generation) by Flip Video. Amazon.com

EVALUATION
Requirements
2 TESTS = 200 pts (40%)
3 peer teaching sessions = 100 pts (20%)
4 assignments = 70 pts (14%)
Videotape Analysis = 30 pts (6%)
Final Exam = 100 pts (20%)
Total = 500 pts

Grading Scale
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>465 – 500</td>
<td>A</td>
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<tr>
<td>450 – 464</td>
<td>A-</td>
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<tr>
<td>435 – 449</td>
<td>B+</td>
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<tr>
<td>415 – 434</td>
<td>B</td>
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<tr>
<td>400 – 414</td>
<td>B-</td>
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<tr>
<td>300-349</td>
<td>D</td>
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<tr>
<td>&lt;300</td>
<td>F</td>
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</tbody>
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Attendance Policy
In accordance with the GMU Attendance Policies (University catalog, 2008-2009 p.35), “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.”

The following scale will be used
- Two (2) absences are permitted
- Two (2) “tardies”*= 1 absence
- Two (2) “early departures”*= 1 absence
- 3-4 absences = 10 grade points
- 5 absences = 15 grade points
- Each additional absence= 3 points

*Attendance is taken at 12:00 pm. 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.

There will be NO LATE WORK ACCEPTED. Once a grade is posted you will have one class from the post date to bring to my attention mistakes or discrepancies in the assignment.

TENTATIVE COURSE OUTLINE

Week 1
Jan. 24 (M): GMU classes begin. Course content, expectations. Define Physically Educated
Chapter 1 pp. 3-12. 4 Criteria for a Learning Experience READ: Hall of Shame
Jan. 26(W): Chapter 10 Planning. Writing lesson objectives and lesson plans. The 3
Learning Domains ppt. Behavioral Objectives
Performance Objective Self-Check Assign: 2 objectives for each learning domain.
READ: Hall of Shame II

Week 2
Jan. 31 (M): Chapter 5 Content Development and Analysis. 6 objectives due. Methods of
Extension. Juggling Scarves. Assign: Content Development & Behavioral Worksheet
Feb. 2 (W): Continue Chapter 5. Application Tasks Review Methods of Extension
Discuss Behavior and Content Worksheets
GMU Sample Lesson Plan
Assignment for Peer Teaching #1
Week 3
Feb. 7 (M): Demonstrations and Teaching Cues
   Review Lesson Plan Template and Evaluation.
   Assign Lesson plan
   Evaluate Sample Lesson Plan
Feb. 9 (W): TBA  Building a Better Teacher Assignment Online

Week 4
   Review Camera and video equipment
   READ: Hall of Shame III
Feb. 16 (W): Chapter 2, Factors that Influence Learning
   READ: Instant Activity Article  Assign: Management Lab Preparation Phase.

Mid-Term

Week 5
Feb. 21 (M): Management Lab (IA) Preparation Phase Due
   Instant Activity Lab
Feb. 23 (W): EXAM #1
   IA Execution Phase due

Week 6
Feb. 28 (M): Group #1 Peer Teaching and Film Lesson #1. Lesson Plan Due
March 2 (W): Group #2 Peer Teaching and Film Lesson #1 Lesson Plan Due
   Evaluation from Group #1 Due

Week 7
March 7 (M): Chapter 3 Designing Learning Experiences and Tasks
   Assign: Management of People (Social Grouping)
   Assign Video Analysis
   Evaluation Group #2 Due
March 9 (W): Chapter 4 Task Presentation
   READ: Voicing Concerns About Noisy Classroom
   Assign Peer Teaching #2
   Management Preparation & Execution Phase Due

Week 8
March 14 (M): SPRING BREAK
March 16 (W): SPRING BREAK

Week 9
March 21(M): Giving Directions ppt. Voice Lab
   READ: Giving Directions-It’s How You Say It
   Assign Show and Tell Lab
   Video Analysis Due #1
March 23(W): SHOW & TELL LAB in the gymnasium. Review Lab Report

Week 10
March 28(M): Group #1 Peer Teach Lesson #2. Lesson Plan #2
March 30(W): Group #2 Peer Teach Lesson #2. Lesson plan #2 and Evaluation Group #1

Week 11
April 4 (M): EXAM # 2 Evaluation Group #2 due
April 6 (W): Chapter 6 Developing & Maintaining a Learning Environment
READ: Knowing the Names of your Students
Show and Tell Lab Report Due

Week 12
April 11(M): Chapt. 6, Establishing Class Rules, pp. 113-127
Assignment for Peer Teaching #3
April 13(W): Chapt. 6, Handling Misbehaviors pp. 122-128
Discipline Case Study #1, Discipline Lab
Breaking up Fights Handout

Week 13
April 18(M): Chapter 7, Teaching Functions during Activity’
Assign: Shopping Frenzy
April 20(W): Chapter 8, Teaching Strategies.
Shopping Frenzy Due

Week 14
April 25(M): Peer Teach and film Lesson Plan #3. Lesson Plan #3 Due
And Submit Lesson Plan #3 online, www.taskstream.com
Password will be given in class.
April 27(W): Peer Teach and Film Lesson Plan #3 from Group #2. Lesson Plan #3 Due
And submit Lesson Plan #3 online, www.taskstream.com
Evaluation from Group #1 and submit online

Week 15
May 2 (M): Teaching Games for Understanding. Badminton Activity.
Evaluation from Groups #2 Due and submit online
Video Analysis III Due
May 4 (W): LAST DAY OF CLASS. Chapt. 12, Teaching Games, pg. 276-286. The Game Stages Worksheet

Week 16
May 9 (M): READING DAY.

FINAL EXAM: Per Final Exam Schedule, Monday, May 16, 2011 10:30am-1:15 pm
ACADEMIC INTEGRITY

- Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

MASON EMAIL ACCOUNTS

- Students must use their Mason LIVE email account to receive important University information, including messages related to this class. See http://masonlive.gmu.edu for more information.

OFFICE OF DISABILITY SERVICES

- If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. http://ods.gmu.edu

OTHER USEFUL CAMPUS RESOURCES:

- WRITING CENTER: A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu
- UNIVERSITY LIBRARIES “Ask a Librarian” http://library.gmu.edu/mudge/IM/IMRef.html
- COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;
  http://caps.gmu.edu

UNIVERSITY POLICIES

- The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.