

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism  
PHED 275 - Field & Invasion Games (2)  
Fall 2011

DAY/TIME:	Thursday 4:30 - 7:10PM	LOCATION:	Recreation Activities Center
INSTRUCTOR:	Mr. Tony DeGregorio	RAC	Classroom 2203, Cage Gym
OFFICE LOCATION:	Occoquan Bldg.	EMAIL:	adegrego@gmu.edu
OFFICE HOURS:	W- 12:30 – 1:30 App't TH 3:30 RAC By App't	PHONE NUMBER:	703 993-7157
		FAX NUMBER:	703 993-2027

#### COURSE DESCRIPTION

- Skill and content knowledge in field and invasion games. Includes skill progression, strategies, officiating, and authentic assessment in activities such as softball, basketball, soccer, field events, and Ultimate Disc.
- Notes  
Open to BPRE and BSED PHED majors only.  
Semesters Taught: Fall and Spring

#### COURSE OBJECTIVES

After completion of this course, pre-service teachers should be able to:

1. Demonstrate effectively the motor skills central in each team sport/field and invasion game in this course.
2. Provide the history of game originations and modifications over time for each team sport/field and invasion game included in this course.
3. Show key strategies used in each team sport/field and invasion game during play.
4. Select and administer appropriate, valid and reliable skill tests
5. Utilize rubrics as part of student assessment and apply examples of authentic assessment
6. Interpret skill test data and use as feedback for learners
7. Organize different sporting events such as meets and tournaments
8. Show working knowledge of team sport/field and invasion game rules by actively officiating

#### COURSE OVERVIEW

1. Participate [listen, respond, present, discuss] in a thoughtful, informed constructively critical manner.
2. All written work [papers, projects and tests] carefully and promptly done. Unauthorized late assignments will automatically receive a grade lower than if it were completed on time.
3. Give evidence of having read significantly from text, current periodicals, or equivalent sources evidenced by comments and questions in discussions and presentations or citations in written work.
4. Confer with the instructor when the need arises.
5. Modeling - For each team sport/field and invasion game, instructor will present a basic skill[s] application and/or strategies lesson. Lessons will consist of motor development, motor learning and/or biomechanics that relate to the skill[s].

#### REQUIRED READINGS/TEXT

- Dougherty, Neil (edited by). *Physical Activity & Sport for the Secondary School Student (5th edition)*. Reston, VA: AAHPERD Publications, 2002.

- Siedentop, Daryl, Hastle, Peter, van der Mars, Hans. Complete Guide to Sport Education. Champaign, IL: Human Kinetics, 2004.

EVALUATION Individual assignments are graded on the point basis designated in parenthesis.

Requirement #1 - Participation [15%] - 150 pts (10 points/class attended) - Rubric located on Blackboard

- Attendance at all classes is expected. This is a hands-on, participatory course – you expected to be in attendance. Absenteeism will be reflected in one's final grade.
- Based on quality and quantity of daily participation, attitude, individual growth and group work in all classes.
- Class periods have been arranged into discussion and activity sessions. Please be sure to come prepared to each class period dressed and ready for active participation in a variety of team sport activities.
- Based on assignments of various kinds related to readings, discussions and questions/issues.

Requirement #2 - Out of Class Worksheets [10%] 100 points = 10 @ 10 points each

- Worksheets for each field and invasion activity we will cover are located on Blackboard.
- Worksheets should be completed prior to each introductory class lecture of that specific activity. [See *Tentative Class Schedule* - due dates noted].
- Worksheets will receive partial credit after lecture has begun! Tardy worksheets will receive further partial credit. If you expect to be absent, it is your responsibility to get worksheets to me prior to class.
- You are on your honor to complete each worksheet in preparation for lesson to be covered. Worksheets are not intended to be "busy work" but an overall preparation for upcoming lessons/lectures as well as something you could refer to in the future.

In-Class & Take Home Activity Worksheet Assignments [10%] 100 points – 5 @ 20 points each

- Designed to reinforce class topic
- Work will be completed either during class or take home and turned in for credit
- Absent students during an in-class assignment/worksheet lose the opportunity to receive credit

Requirement #3 – Sport Education Learning Activity Presentation [20%] 200 points – 2 @ 100 points each

- You will be assigned a group and will prepare & present two scheduled *Sport Education* designed/modified lessons using the following criteria\_– (Rubric Criteria for evaluating your *Sport Education* Learning Activity Presentation is located on *Blackboard*)
- Each assigned group will consist of the following roles [each role responsibility and necessary items for each group presentation is located on *Blackboard*]:  
Coach(s) - Fitness Specialist(s) – Referee - Equipment Manager
- Assigned group members choose the roles they will perform for each of their assigned invasion or field activity.
- If a group member is an Equipment Manager for the first assigned invasion or field activity, they must take on the role of Coach, Fitness Specialist or Referee for the second assigned invasion or field activity.
- Activity Choices - Ideas for related activities could be taken from required text, pecentral.com, or any suitable resource (or create your own)
  - Instruction of skill theme lesson

- Reinforcement Activity/Game Related lesson
  - Ideally implementing or modifying official game rules and procedures
- Presentation and development of an activity:
  - That relates to and strengthens basic skills (Skills Lesson)
  - That relates to and strengthens basic/specific game skills (Game Related Lesson)
    - Example - a lead-up activity, progressive game or drill (presentation objectives should relate to skill criteria chosen)
    - Some aspects of cognitive thought and cooperative strategy and/or teamwork should be included.
    - There should also be some mention as to how this/these skill[s] relate to other learning strands [exercise physiology, biomechanics, motor learning, social/psychology, aesthetics, and history].
- Make constant referrals/cues during your lesson of your activity's relevance to the game/unit we are covering.
- Presenting group is responsible for ALL aspects of the presentation per *Sport Education* model indications [specific information will be reviewed during class].
- As you plan, develop presentations/lessons to insure maximum on-task time/participation/activity time for each student - *strive for maximum student involvement.*
- Be creative, innovative, and resourceful as you plan and implement these lessons.
- Assigned presentation groups will be distributed during second or third class period.
- Your presentation group will teach lesson to remainder of class.
- There is no set time frame for presentations – quality presentations are expected

Requirement #4      Mid-Term Exam [10%]                      100 Points

Requirement #5 Rubric/Assessment [5%]      50 Points

- Rubric development - Rubric located on Blackboard - You will be create/develop a rubric on the basic skills relative to the activity chosen

Requirement #6 Motor Skills Development      100 Points

- As pre-service teachers and future physical educators, you should have developed or will develop the critical elements needed to present the basic skills of the activities involved with this course. You will be assessed through out this course on the motor skills relative to soccer, flag football, floor hockey, basketball and softball. Rubric located on Blackboard.

FINAL EXAM      Written Objective [20%]      200 Points

- Multiple choice, comprehensive to include classroom lecture, discussion, worksheets, above requirements & text reading references.

## Grading Scale Breakdown

✓ Participation	15%	150 Points	Attendance = <b>10 points per class.</b>
✓ Worksheets – Out of Class	10%	100	
✓ Worksheet - In-Class & Take Home Activity	10%	100	
✓ Individual Learning Activity Pres.	20%	200	
✓ Mid Term Exam	10%	100	
✓ Rubric/Assessment	5%	50	
✓ Motor Skills Development	10%	100	
✓ Final Exam	20%	200	
<b>Points</b>	<b>TOTAL 100%</b>	<b>1000 Points</b>	

<i>Grading Scale</i>		
900 - 1000	Points =	A
890 - 899	Points =	A-
850 - 889	Points =	B+
800 - 849	Points =	B
790 - 799	Points =	B-
750 - 789	Points =	C+
700 - 749	Points =	C
600 - 699	Points =	D
599 or less	Points =	F

- Your GMU email address and Blackboard ([//blackboard.gmu.edu](http://blackboard.gmu.edu)) are required in this class. You will retrieve assignments and course materials from these sites.

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/1301gen.html>].
- 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.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *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>].



### PHED 275 Agenda **Fall 2011 Below**

*Note: Faculty reserves the right to alter the schedule as necessary.*

Date	Topic	Reading/Assignment
9/1 #1	<ol style="list-style-type: none"> <li>1. Introduction – Review of Syllabi</li> <li>2. Fielding and Invasion Games - Locomotor Travel/Space Awareness, Effort &amp; Relationships Skills [p]</li> <li>3. Fielding and Invasion Games - Locomotor Travel/Space Awareness, Effort &amp; Relationships Skills [activity]</li> </ol>	<ul style="list-style-type: none"> <li>• Obtain required email attachments</li> <li>• Obtain required text</li> <li>• Read Chapter 3</li> </ul>
9/8 #2	<ol style="list-style-type: none"> <li>1. Curriculum Overview - FCPS POS [p]</li> <li>2. ES – MS – HS Curriculum Review [overhead]</li> <li>3. Sport to Skill [overhead] <ol style="list-style-type: none"> <li>a. Instructional Skill Themes [<b>Take Home worksheet #1</b>]</li> </ol> </li> <li>4. Worksheet review 1 - Throwing and catching skills</li> <li>5. <i>Sample Progression of Activities that lead up to Team Handball [activity]</i></li> </ol>	<ul style="list-style-type: none"> <li>• Review Chapter 3</li> <li>• Read Chapter 20, Team Handball</li> <li>• Read F &amp; I Games related Movement Skills [bba]</li> </ul>
9/15 #3	<ol style="list-style-type: none"> <li>1. Learning Strands &amp; Activity [p] [<b>in-class worksheet #2</b>]</li> <li>2. Worksheet review 1A –Team Handball</li> <li>3. Intro to Sport Education Model [p]</li> <li>4. <i>Implementing Sport Education Model with Team Handball [Model activity]</i></li> </ol>	<ul style="list-style-type: none"> <li>• Distribute activity groups and presentation dates</li> <li>• <b>Take Home worksheet #1 Due</b></li> </ul>
9/22 #4	<ol style="list-style-type: none"> <li>1. Chasing, Fleeing &amp; Dodging Instruction [p]</li> <li>2. Team Sports Game Designation by Goal Instruction</li> <li>3. Team Sports Game Designation by Goal [<b>in-class worksheet #3</b>]</li> <li>4. Worksheet review 2 - Chasing, Fleeing &amp; Dodging Skills</li> <li>5. <i>Movement Skills Critical Elements Instruction &amp; [activity]</i></li> </ol>	<ul style="list-style-type: none"> <li>• Worksheet 2 <b>Due</b> - Chasing, Fleeing &amp; Dodging Skills</li> <li>• Review Critical Elements information on Blackboard</li> <li>• <b>Take Home Worksheet #4</b></li> </ul>
9/29 #5	<ol style="list-style-type: none"> <li>1. Team Sports Game Designation by Goal [in-class worksheet review - overhead]</li> <li>2. Worksheet review 2A – Flag Football</li> <li>3. Review Sport Ed Model “lesson plan” group preparation template</li> <li>4. <i>Sample Progression of Activities that lead up to Flag Football [activity]</i></li> </ol>	<ul style="list-style-type: none"> <li>• Read Chapter 10 Flag Football</li> <li>• Worksheet 2A <b>Due</b> – Flag Football</li> <li>• <b>Take Home Worksheet #4 Due</b></li> </ul>
10/6 #6 Mid-Term	<ol style="list-style-type: none"> <li>1. Worksheet review 3 - Kicking &amp; Punting Skills <b>Sport Education Presentation Group #1 Flag Football</b></li> </ol>	<ul style="list-style-type: none"> <li>• Read Chapter 24 <i>Ultimate</i></li> <li>• Worksheet 3 <b>Due</b> – Kicking &amp; Punting Skills</li> </ul>
10/13 #7	<ol style="list-style-type: none"> <li>1. Worksheet review 3A – Soccer</li> <li>2. <i>Sample Progression of Activities that lead up to Soccer [activity]</i></li> </ol>	<ul style="list-style-type: none"> <li>• Read Chapter 17 Soccer</li> <li>• Worksheet 3A <b>Due</b> - Soccer</li> <li>• Mid-Term Exam Take Home</li> </ul>
10/20 #8	<ol style="list-style-type: none"> <li>1. Worksheet review 4- Ball handling/dribbling skills</li> <li>2. Review Required Safety Protocols</li> <li>3. <i>Sample Progression of Activities that lead up to Basketball [activity]</i> <b>Sport Education Presentation Group #2 Soccer</b></li> </ol>	<ul style="list-style-type: none"> <li>• <b>Mid-Term Exam Due</b></li> <li>• Worksheet 4 <b>Due</b>- Ball handling/dribbling skills</li> <li>• <b>Take Home Worksheet #5 Naismith</b></li> </ul>
10/27 #9	<ol style="list-style-type: none"> <li>1. Worksheet review 4A – Basketball</li> <li>2. Rubric (<i>Requirement #5</i>), Authentic Assessments [p] <b>Sport Education Presentation Group #3 Basketball</b></li> </ol>	<ul style="list-style-type: none"> <li>• Worksheet 4A <b>Due</b> – Basketball</li> <li>• <b>Take Home Worksheet #5 Naismith Due</b></li> </ul>
11/3 #10	<ol style="list-style-type: none"> <li>1. Worksheet review 5 - Striking skills w/ long- handled implements</li> <li>2. Developmentally Appropriate Physical Education-[p]</li> <li>3. <i>Sample Progression of Activities that lead up to Hockey [activity]</i></li> </ol>	<ul style="list-style-type: none"> <li>• Naismith Worksheet #5 <b>Due</b></li> <li>• Worksheet 5 <b>Due</b> - Striking skills w/ long- handled implements</li> </ul>
11/10 #11	<ol style="list-style-type: none"> <li>1. Worksheet review 5A –</li> <li>2. Hockey <i>Sample Progression of Activities that lead up to LAX [activity]</i> <b>Sport Education Presentation Group #1 Floor Hockey</b></li> </ol>	<ul style="list-style-type: none"> <li>• Read Chapter 11 Floor Hockey</li> <li>• Worksheet 5A/5B <b>Due</b> – Hockey &amp; Lacrosse</li> </ul>
11/17 #12	<ol style="list-style-type: none"> <li>1. Worksheet review 5B – Lacrosse</li> <li>2. Review rubric of Motor Skills Development (<i>Requirement #6</i>) <b>Sport Education Presentation Group #2 Lacrosse</b></li> </ol>	<ul style="list-style-type: none"> <li>• Read Chapter 11 Lacrosse</li> </ul>
12/1	<ol style="list-style-type: none"> <li>1. Fielding and Invasion Games – [p]</li> </ol>	<ul style="list-style-type: none"> <li>• Read Chapter 18 Softball</li> </ul>

#13	<ol style="list-style-type: none"> <li>2. Worksheet review 6 – Softball</li> <li>3. <i>Sample Progression of Activities that lead up to Softball [activity]</i></li> </ol>	<ul style="list-style-type: none"> <li>• Worksheet 6 <b>Due</b> – Softball</li> </ul>
12/8 #14	<ol style="list-style-type: none"> <li>1. Review for Final Exam, (“Clean-Up Lose Ends”) <b>Sport Education Presentation Group #3 Softball</b></li> </ol>	<ul style="list-style-type: none"> <li>▪ <b>Rubric Requirement #5 Due</b></li> </ul>
12/15	Final Exam	4:30 – 7:15 PM

[p] = powerpoint presentation

[bba] = Blackboard Attachment