PHED 202 – Teaching Skillful Movement
Fall 2011

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

PROFESSOR: Mrs. Linda Krout
OFFICE PHONE: 703-993-2096
OFFICE LOCATION: Occoquan Bldg. Rm 220
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

PREREQUISUTES: 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. Email is encouraged when absent but you MUST bring in the assignment the following class to receive full credit.

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

385 – 399 = C+ 365 – 384 = C 350 – 364 = C- 300-349 = D <300 = F

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

o Two (2) absences are permitted
o Two (2) “tardies”* = 1 absence
o Two (2) “early departures”* = 1 absence
o 3 absences = 10 grade points
o 4 absences = 15 grade points
o 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. Email is encouraged when absent but you MUST bring in the assignment the following class to receive full credit. Once a grade is posted you will have one class from the post date to bring to my attention any discrepancies in the assignment.

TENTATIVE COURSE OUTLINE

Week 1
Aug. 29 (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
Aug. 31(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
**Week 2**  
Sept. 5 (M): LABOR DAY  
Sept. 7 (W): **PHED Majors Meeting** 10:30 am at the green and white tent, PW campus  
Sept. 7 (W): Freedom Center Closed. Class will meet at BRH  
  Chapter 5  Content Development and Analysis. **6 objectives due.** Methods of Extension. Juggling Scarves. **Assign: Content Development & Behavioral Worksheet**  

**Week 3**  
Sept. 12 (M): Continue Chapter 5. Application Tasks  Review Methods of Extension  
  Discuss Behavior and Content Worksheets  
  GMU Sample Lesson Plan  
  Assignment for Peer Teaching #1  
  READ: Hall of Shame II  
Sept. 14 (W): Demonstrations and Teaching Cues  
  Review Lesson Plan Template and Evaluation.  
  Assign Lesson plan  
  Evaluate Sample Lesson Plan  

**Week 4**  
  Review Camera and video equipment  
  READ: Hall of Shame III  
Sept. 21 (W): Chapter 2, Factors that Influence Learning  
  READ: Instant Activity Article  Assign: Management Lab Preparation Phase  

Mid- Term  

**Week 5**  
Sept. 26 (M): **Management Lab (IA) Preparation Phase Due**  
  Instant Activity Lab  
Sept. 28 (W): **EXAM # 1**  
  **IA Execution Phase due**  

**Week 6**  
Oct. 3 (M): Group #1 Peer Teaching and Film Lesson #1. **Lesson Plan Due**  
Oct. 5 (W): Group #2  Peer Teaching and Film Lesson #1 **Lesson Plan Due**  
  **Evaluation from Group #1 Due**  

**Week 7**  
Oct. 10 (M): COLUMBUS DAY  
  **Evaluation Group #2 Due**  
Oct. 11 (T): 3 Designing Learning Experiences and Tasks  
  Assign: Management of People (Social Grouping)  
  Assign Video Analysis  
  **Evaluation Group #2 Due**  
Oct. 12 (W): Chapter 4  Task Presentation  
  READ: Voicing Concerns About Noisy Classroom  
  Assign Peer Teaching #2  
  **Management Preparation & Execution Phase Due**
Week 8
Oct. 17 (M): TBA
Oct. 19 (W): TBA

Week 9
Oct. 24 (M): Giving Directions ppt. Voice Lab
READ: Giving Directions-It’s How You Say It
Assign Show and Tell Lab
Video Analysis Due #1
Oct. 26(W): Chapt. 6 Establishing Class Rules, pp. 113-127
Assignment for Peer Teaching #3
Voice Lab in the Gym

Week 10
Oct. 31 (M): Group #1 Peer Teach Lesson #2. Lesson Plan #2
Nov. 2 (W): Group #2 Peer Teach Lesson #2. Lesson Plan #2 and Evaluation Group #1
READ: Knowing the Names of your Students

Week 11
Nov. 7 (M): Chapter 6 Developing & Maintaining a Learning Environment
Review Knowing the Names of your Students
Evaluation Group #2 due
Nov. 9 (W) EXAM #2
READ: Redefining Classroom Management
Nov. 11-13 (F-S) VAHPERD CONVENTION, Hyatt Regency, Reston, VA

Week 12
Nov. 14(M): Chapt. 6, Handling Misbehaviors pp. 122-128
Show Tai Chi, Review Redefining Classroom Management
Discuss “Breaking up Fights” Assign Show and Tell Lab
Video Analysis II Due
Nov. 16(W): SHOW & TELL LAB in the gymnasium. Review Lab Report

Week 13
Nov. 21 (M): Chapter 7, Teaching Functions during Activity READ: Redefining Classroom Management
Chapter 8, Teaching Strategies.
Nov. 23 (W): THANKSGIVING RECESS

Week 14
Nov. 28(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.
Nov. 30(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
Evaluation from Groups #2 Due and submit online
Video Analysis III Due
Dec. 7 (W): LAST DAY OF CLASS. Chapt. 12, Teaching Games, pg. 276-286. The Game Stages Worksheet
Week 16
Dec. 12 (M): READING DAY.

**FINAL EXAM**: Per Final Exam Schedule, Monday, Dec. 19, 2011 **10:30am-1:15 pm**

**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].