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

PHED 202 – Teaching Skillful Movement
Fall 2011

DAY/TIME:        M-W 12:00 – 1:15 pm        LOCATION: Freedom Center Rm 214
INSTRUCTOR:      Mrs. Linda Krout              OFFICE PHONE: 703-993-2096
OFFICE LOCATION: Occoquan Bldg. Rm 220      OFFICE HOURS: M W 10:30-11:30
FAX NUMBER:      703-993-2025                    M W 1:30-3:30
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.

NATURE OF COURSE DELIVERY: Face-To Face

**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

- Exam #1 = 100pts (20%)
- Exam #2 = 100 pts (20%)
- 3 peer teaching sessions = 60 pts (12%)
- 4 assignments = 60 pts (12%)
  - Build a Teacher -30
  - IA -10
  - Social Group -10
  - Show & Tell -10
- Videotape Analysis = 30 pts (6%)
- Field Observations (2) = 50 pts (10%)
- Exam # 3 = 100pts (20%)
- Total = 500 pts

Grading Scale

- 465 – 500=A
- 450 – 464=A-
- 435 – 449 =B+
- 415 – 434 =B
- 400 – 414 =B-
- 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

- Two (2) absences are permitted
- Two (2) “tardies”* = 1 absence
- Two (2) “early departures”* = 1 absence
- 3 absences = 15 grade points
- Each additional absence = 5 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
Jan. 23 (M): GMU classes begin. Course content, expectations.  Student Inventory
Define Physically Educated Chapter 1 pp. 3-12.  4 Criteria for a Learning Experience
Jan. 25(W): “Mrs. Fizz Gym Class” LAB Discuss Reflection of Behavior
Sign up for elementary and secondary field observation.

**Week 2**


Feb. 1 (W): Chapter 5. Content Development and Analysis **6 objectives due.** Discuss Behavior and Content Worksheets Methods of Extension Juggling Scarves GMU Sample LP Assignment for Peer Teaching #1 READ: Hall of Shame II Assign: Build a Better Teacher Article

**Week 3**

Feb. 6 (M): Demonstrations and Teaching Cues Review Lesson Plan Template and Evaluation. Assign Lesson plan Evaluate Sample Lesson Plan READ: Hall of Shame III

Feb. 8 (W): Peer Review of Lesson Plan. Discuss Lesson Plan Rubric. Review Camera and video equipment Assign: Self check Performance Objectives **Build a Better Teacher Due Assignment #1**

**Week 4**

Feb. 13 (M): Quiz Chapter 2, Factors that Influence Learning Assign: Management Lab Preparation Phase Lesson plan Template and Page 3 READ: Instant Activity Article **Professional Disposition VAHPERD Membership**

Feb. 15 (W): **Management Lab (IA) Preparation Phase Due Instant Activity Lab IA Execution Phase due Assignment #2**

Mid- Term

**Week 5**

Feb. 20 (M): TBA

Feb. 22 (W): **EXAM #1**

**Week 6**

Feb. 27 (M): Group #1 Peer Teaching and Film Lesson #1. **Lesson Plan Due**

Feb. 29 (W): Group #2 Peer Teaching and Film Lesson #1 **Lesson Plan Due**

Evaluation from Group #1 Due

**Week 7**

March 5 (M): 3 Designing Learning Experiences and Tasks Assign: Management of People (Social Grouping) Assign Video Analysis **Evaluation Group #2 Due**
March 7 (W):  Chapter 4  Task Presentation  
READ: Voicing Concerns About Noisy Classroom  
Assign Peer Teaching #2  
**Management Preparation & Execution Phase Due** (Assignment #3)

**Week 8**  
March 12 (M): SPRING BREAK  
March 14 (W): SPRING BREAK

**Week 9  Elementary Field Observation Week**  
March 19 (M):  Giving Directions ppt.  Voice Lab  
READ: Giving Directions-It’s How You Say It  
**Video Analysis Due #1**  
March 21 (W):  Chapt. 6  Establishing Class Rules, pp. 113-127  
Assignment for Peer Teaching #3

**Week 10**  
March 26 (M): Group #1 Peer Teach Lesson #2.  **Lesson Plan #2  Observation Journal Due**  
March 28 (W): Group #2 Peer Teach Lesson #2.  **Lesson plan #2 and Evaluation Group #1**  
READ: Knowing the Names of your Students

**Week 11**  
April 2 (M):  Chapter 6  Developing & Maintaining a Learning Environment  
Review Knowing the Names of your Students  
**Evaluation Group #2 due**  
April 4 (W)  **EXAM # 2**  
READ: Redefining Classroom Management

**Week 12**  
April 9 (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**  
April 11(W):  **SHOW & TELL LAB** in the gymnasium.  Review Lab Report (Assignment #4)

**Week 13  Secondary Field Observation Week**  
April 16 (M):  Chapter 7, Teaching Functions during Activity  READ: Redefining Classroom Management  
Chapter 8, Teaching Strategies  
April 18 (W):  Teaching Games for Understanding.  Badminton Activity

**Week 14**  
April 23(M):  Peer Teach and film Lesson Plan #3.  **Lesson Plan #3 Due**  
**Journal Observation Due**  
April 25(W):  Peer Teach and Film Lesson Plan #3 from Group #2.  **Lesson Plan #3 Due**  
**Evaluation from Group #1**

**Week 15**  
April 30(M):  Chapt. 12, Teaching Games, pg. 276-286.  The Game Stages Worksheet  
**Receipts for VAHPERD Membership Due**  
**Professional Disposition Evaluation from Groups #2 Due**  
**Video Analysis III due**
May 2  (W):  EXAM #3

Week 16
May 7  (M): READING DAY.

FINAL EXAM: Per Final Exam Schedule, Monday, May 14, 2012 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].

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.