

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**  
**PHED 273 – Net and Target Games (2 credit hours)**  
**Fall 2012**

DAY/TIME: Thursday 10:30 am - 1:10 pm                      OFFICE LOCATION: BRH 227B (PW) By Appt  
LOCATION: FX RAC - Classroom and Cage Gym                      PHONE NUMBER: 703-993-7003  
INSTRUCTOR: Tony DeGregorio                      EMAIL ADDRESS: [adegrego@gmu.edu](mailto:adegrego@gmu.edu)

PREREQUISITES:                      None

**COURSE DESCRIPTION:**

Skill and content knowledge in net and target games. The course includes skill progression, strategies, officiating, and authentic assessment in games such as volleyball, tennis, badminton, table tennis, bowling and golf.

**Notes:** Open to BPRE and BSED PHED majors only

**COURSE OBJECTIVES**

At the completion of this course students should be able to:

1. Demonstrate effectively critical skills in net/target games included in the course.
2. State and apply games rules related to the different net/target games included in the course.
3. Provide the history of game originations and modifications over time for each net/target games included in the course.
4. Identify and use critical strategies related to each net/target games included in the course
5. Select and administer appropriate, valid and reliable skill tests to peers.
6. Utilize rubrics as part of student assessment and apply examples of authentic assessment.
7. Interpret results of skills tests.
8. State the modified and official equipment needed to practice each of the net/target games included in the course.
9. Adapt games to decrease and increase difficulty for teaching purposes.
10. Organize different types of tournament such as single elimination, double elimination and round robin.

Further, upon completion of this course, students will meet the following professional accreditation standards:

National Initial Physical Education Teacher Education Standards, National Association for Sport and Physical Education (NASPE)

*Standard 1: Scientific and Theoretical Knowledge*

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

*Standard 2: Skill and Fitness Based Competence\**

*Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.*

**NATURE OF COURSE DELIVERY: FACE TO FACE**

**REQUIRED READINGS/TEXT**

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

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

Requirement #1 - Participation [20%] - 200 pts (13.33 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, behavior, 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 activities.**
- Based on assignments of various kinds related to readings, discussions and questions/issues.

Requirement #2 Pedometer Activities per class [10%] 100 points – each activity portion of class will contain pedometer movement goals that students are expected to achieve

- Students are expected to know how to use the pedometer [per instruction] per each class
- Be knowledgeable of steps taken through out class and post their score on the attendance roster sheet at the end of class
- Students are expected and on their honor to post the score noted on the pedometer
- Scoring rubric for pedometer steps is located on Blackboard.

Requirement #3 - Worksheets & Out of Class Activities [30%] 300 points = 15 points each [20]

- Worksheets for each net and target 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, to reinforce class topics as well as something you could refer to in the future.
- In some cases, work will be completed in class therefore, absent students during an in-class assignment/worksheet lose the opportunity to receive credit
- ✓ Out of Class activities include visiting and participating in **at least one round of golf [9 holes or more] and three games of bowling**. Official score card for golf and bowling [hand scored only] should be turned in upon completion for credit. You are on your honor to complete each activity in a professional manner. Have fun, learn and bear in mind that you are a patron, future physical educator and representative of GMU and CEHD RHT.

Requirement #3 Activity Portfolio [10%] 100 points - An accumulation of evidence about activities studied and experienced in PHED 273 & PHED 275. The intention of this portfolio is for students to refer to in the future.

- Contents to include skill and activity worksheets, Related Critical Elements worksheets, Sport Specifications worksheets and miscellaneous samples of student work.
- Cover should include your name and the title *Professional Portfolio Activities and Experiences PHED 273 (Net & Target Games) & PHED 275 (Field & Invasion Games)*, and maybe a graphic related to class subject
- A 3-ring binder
- Tabs to find things easily (One major tab for PHED 273 and others for skill and activity worksheet subject areas and one major tab for PHED 275 and others for skill and activity worksheet subject areas).
- Display your documents in plastic protective pages [optional]

No spelling errors. Grammar is correct. Neat, clean, and well- organized. . Rubric located on Blackboard.

**Requirement #4 Motor Skills Development [10%] 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 volleyball, tennis, badminton, table tennis, bowling and golf. . 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 classes]	20%	200 Points	<i>Attendance = 13.33 points per class</i>
✓ Pedometer Activities	10%	100	
✓ Worksheet [20]	30%	300	15 each
✓ Activity Portfolio	10%	100	
✓ Motor Skills Development	10%	100	
✓ Final Exam	20%	200	
<b>TOTAL 100%    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.

TENTATIVE COURSE SCHEDULE [pages 5 - 7]

*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.



**PHED 273 Agenda Fall 2012**

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

<b>Class/Date</b>	<b>Topics</b>	<b>READINGS/ASSIGNMENTS DUE</b>
<b>1 8/30</b>	<ol style="list-style-type: none"> <li>1. Introduction – Class protocols, Review of Syllabi/Agenda</li> <li>2. Net Games [pp] - Locomotor Travel/Space Awareness, Effort &amp; Relationships Skills – <i>Graham’s Wheel</i></li> <li>3. Curriculum Overview/Review – ES, MS, HS</li> <li>4. <i>Sport to Skill - Graham’s Wheel</i> [C] - Instructional Skill Themes</li> <li>5. Worksheet Req. review (Activity, Skill) – procedure, expectations (Team Handball)</li> <li>6. Sample Progression of Activities that lead up to Tennis &amp; Pickle-ball [activity]</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Bring Graham Wheel [C] to class</i></li> <li>• <i>Sport to Skill</i> [worksheet] [copy, bring to class ]</li> <li>• <i>Bring Team Handball Activity worksheet sample to class [on BB]</i></li> </ul>
<b>2 9/6</b>	<ol style="list-style-type: none"> <li>1. <i>Sport to Skill worksheet review</i></li> <li>2. Visual Tracking [pp]</li> <li>3. <i>Sport to Skill - Instructional Skill Themes review - Short Handed Implements SHI</i></li> <li>4. <i>Tennis Activity Worksheet review</i></li> <li>5. Related activity – Tennis - grip, volley, ground strokes, ready position</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Sport to Skill worksheet due</i></li> <li>• <i>Sport to Skill</i> [worksheet] [<b>bring to class</b> ]</li> <li>• <i>Tennis Activity worksheet due</i></li> <li>• <b>READ C</b>, Striking with Rackets &amp; Paddles, C27</li> <li>• Note-Pickle-ball Activity worksheet available on BB</li> </ul>
<b>3 9/13</b>	<ol style="list-style-type: none"> <li>1. <i>Short Handed Implements worksheet review</i></li> <li>2. <i>Related Critical Elements (SHI) worksheet review</i></li> <li>3. Tennis - Teaching game rules, scoring and procedure</li> <li>4. Tennis - Related activity – serve</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Short Handed Implements worksheet due</i></li> <li>• <i>Related Critical Elements (SHI) worksheet due</i></li> </ul>
<b>4 9/20</b>	<ol style="list-style-type: none"> <li>1. <i>Net Sport Specifications Tennis, Badminton, Table Tennis, Pickle-ball worksheet review</i></li> <li>2. Distribute activity pairings – procedures, expectations, Tennis &amp; Pickle-ball Singles/Doubles Play,</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Net Sport Specifications Tennis, Badminton, Table Tennis, Pickle-ball worksheet due</i></li> </ul>
<b>5 9/27</b>	<ol style="list-style-type: none"> <li>1. <i>Badminton Activity Worksheet review</i></li> <li>2. Related activity – Badminton &amp; Table Tennis - grip, volley, ground strokes, ready position               <ul style="list-style-type: none"> <li>○ Badminton &amp; Table Tennis - Teaching game rules, scoring and procedure</li> <li>○ Badminton &amp; Table Tennis - Related activity – serve</li> <li>○ Badminton &amp; Table Tennis- Doubles/Singles Play,</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• <i>Badminton Activity worksheet due</i></li> <li>• Note- Table Tennis Activity worksheet available on BB</li> </ul>
<b>10/4</b>	<b>No Class – a great time to do your Outside Activities assignment[s]</b>	
<b>6 10/11</b>	<ol style="list-style-type: none"> <li>1. <i>Bowling Activity Worksheet review</i></li> <li>2. <i>Throwing &amp; Catching worksheet review</i></li> <li>3. Sample Progression of Activities that lead up to Bowling [activity]</li> <li>4. Bowling - Teaching game rules, scoring and procedure</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Bowling Activity worksheet due</i></li> <li>• <i>Throwing &amp; Catching worksheet due</i></li> </ul>

<p><b>7</b> <b>10/18</b>  <b>Mid-Term</b></p>	<ol style="list-style-type: none"> <li>1. <i>Underhand Toss Specifications Bocce Ball, Horseshoes &amp; Bowling worksheet review</i></li> <li>2. <i>Related Critical Elements (T/C) worksheet review</i></li> <li>3. Bowling - Related activity</li> <li>4. Related activity – Bocce Ball &amp; Horseshoes [Bocce Ball &amp; Horseshoes - Teaching game rules, scoring and procedure]</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Underhand Toss Specifications Bocce Ball, Horseshoes &amp; Bowling worksheet due</i></li> <li>• <i>Related Critical Elements (T/C) worksheet due</i></li> </ul>
<p><b>8</b> <b>10/25</b></p>	<ol style="list-style-type: none"> <li>1. <i>Golf Activity Worksheet review</i></li> <li>2. <i>Long Handed Implement LHI worksheet review</i></li> <li>3. Sample Progression of Activities that lead up to Golf [activity]</li> <li>4. Related activity – golf</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Golf Activity worksheet due</i></li> <li>• <i>Long Handed Implement LHI worksheet due</i></li> </ul>
<p><b>9</b> <b>11/1</b></p>	<ol style="list-style-type: none"> <li>1. <i>Target Game Specifications Golf, Croquet worksheet review</i></li> <li>2. <i>Golf Activity Worksheet review</i></li> <li>3. <i>Related Critical Elements (LHI) worksheet review</i></li> <li>4. Golf - Teaching game rules, scoring and procedure</li> <li>5. Related activity – golf</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Target Game Specifications Golf, Croquet worksheet due</i></li> <li>• <i>Golf Activity worksheet due</i></li> <li>• <i>Related Critical Elements (LHI) worksheet due</i></li> </ul>
<p><b>10</b> <b>11/8</b></p>	<ol style="list-style-type: none"> <li>1. <i>Volleyball Activity worksheet review</i></li> <li>2. Net Games [pp] - Locomotor Travel/Space Awareness, Effort &amp; Relationships Skills – <i>Graham’s Wheel</i></li> <li>3. Equipment Preparation – set up standards in Cage Gym – set up teams</li> <li>4. Sample Progression of Activities that lead up to Volleyball [activity]</li> <li>5. Related activity – Rally Volleyball</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Volleyball Activity worksheet due</i></li> </ul>
<p><b>11</b> <b>11/15</b></p>	<ol style="list-style-type: none"> <li>1. <i>Related Critical Elements (Striking) worksheet review</i></li> <li>2. <i>Volley/Striking Skills worksheet review</i></li> <li>3. Striking Skills Critical Elements Instruction, “Crazy Volleyball”, “Score-Score-Score” [activity]</li> <li>4. Related activity – overhead, forearm pass drill, “Serve Em Up”</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Related Critical Elements (Striking) worksheet due</i></li> <li>• <i>Volley/Striking Skills worksheet due</i></li> </ul>
<p><b>12</b> <b>11/29</b></p>	<ol style="list-style-type: none"> <li>1. <i>Net Sport Specifications Volleyball worksheet review</i></li> <li>2. Teaching game rules, scoring and rotational procedure</li> <li>3. “Newcomb” &amp; modifications to volleying [activity]</li> <li>4. Distribute activity groups - Team Play procedures/expectations</li> <li>5. Timed Games/Activities [pp]</li> <li>6. Team Play [activity]</li> <li>7. Wallyball</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Net Sport Specifications Volleyball worksheet due</i></li> <li>• <i>Bring PHED 275 text, <u>Physical Activity &amp; Sport for the Secondary School Student</u></i></li> </ul>
<p><b>13</b> <b>12/6</b></p>	<ol style="list-style-type: none"> <li>1. Round Robin Tournament [&amp; Wallyball?]</li> <li>2. Review for Final Exam, (“Clean-Up Lose Ends”)</li> </ol>	<ul style="list-style-type: none"> <li>• <b><i>Golf and Bowling Scorecards turned in?</i></b></li> </ul>

3. Round Robin Tournament [& Wallyball?]	
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**Final Exam 12/13 Thursday 10:30 – 1:15 PM**

**Key:**

**C** = *Children Moving – A Reflective Approach to Teaching Physical Education*, Graham

**VID** = video

**pp** = Power point presentation [on Blackboard]