

**George Mason University
College Of Education and Human Development
Health and Physical Education**

PHED 273 001– Net and Target Games
2 credit hours, Spring 2017
Thursday 10:30 am – 1:10 pm; RAC 2203 & 227B – Fairfax Campus

Faculty

Name: Mr. Tony DeGregorio
Office Hours: W 12:30–1:30 BRH 201A; Th 1:30 – 2:30 RAC ROTC Suite
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Prerequisites/Corequisites

Notes: Open to BPRE and BSED PHED majors only.

University Catalog Course Description

Skill and content knowledge in net and target games. Includes skill progression, strategies, officiating, and authentic assessment in games such as volleyball, golf, tennis, and badminton.

Course Overview

N/A

Course Delivery Method

This course will be delivered using a lecture and lab format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.

Professional Standards

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.
Standard 3: Planning and Implementation	Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
Standard 4: Instructional Delivery and Management	Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
Standard 5: Impact on Student Learning	Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.
Standard 6: Professionalism	Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Required Text

Dougherty, N. (2010). *Physical Activity & Sport for the Secondary School Student (6th ed.)*. Reston, VA: AAHPERD Publications.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). 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.

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

- **Assignments and/or Examinations**

Requirement #1 - 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 Required Activities:**
 - ✓ Each student will play a minimum of 9-hole round of golf at a reputable golf course [not miniature golf!] and keep score. Upon completion, student will submit their scorecard issued by the golf course to suit the requirement.
 - ✓ Each student will bowl 3 games at a reputable bowling establishment and keep score [Score sheets will be available on Blackboard for use during activity]. Upon completion, student will submit their score sheet as well as some official paperwork indicating the bowling establishment [score sheet from the establishment, computer printout of games scores, etc.] to suit the requirement.
- 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 #2 - Mid-Term Exam [10%] 100 Points

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

Requirement #3 Activity Portfolio [10%] 100 points - An accumulation of evidence concerning 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 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 throughout this course on the motor skills relative to volleyball, tennis, badminton, table tennis, bowling and golf. *Students not reaching the **competency level** will be given an incomplete and will be given a specific time frame and guidance to improve their motor skills. This could include intense practice and/or enrolling in an activity class that reinforces and improves the skills to the indicated competency level.*

*At that time, student will be re-evaluated for their motor skill. If student does not reach the **competent level**, student will receive and F and will need to retake the course. Rubric located on Blackboard.*

Requirement #5 FINAL EXAM Written Objectives [20%] 200 Points

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

- **Other Requirements**
Participation [20%] - 200 pts (14.28 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.

Overview:

✓ Participation [15 class]	20%	200 Points	<i>Attendance = 14.28 points per class</i>
✓ Mid Term	10%	100	
✓ Worksheets [20]	30%	300	15 each
✓ Activity Portfolio	10%	100	
✓ Motor Skills Development	10%	100	
✓ Final Exam	20%	200	
✓	TOTAL	100%	1000 Points

• **Grading**

A = 94-100%	940 – 100	C+ = 77-79%	770 - 799
A- = 90-93%	900 – 939	C = 74-76%	740 - 769
B+ = 87-89%	870 – 899	C- = 70-73	700 - 739
B = 84-86%	840 – 869	D = 60-69%	600 - 699
B- = 80-83%	800 – 839	F = Less than 60%	599 and less

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

Tentative PHED 273 Agenda - Spring 2017

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topics	READINGS/ASSIGNMENTS DUE
1 1/26 Striking Skills	<ol style="list-style-type: none"> 1. Introduction – Class protocols, Review of Syllabi/Agenda 2. Net Games [pp] - Locomotor Travel/Space Awareness, Effort & Relationships Skills – <i>Graham’s Wheel</i> 3. Curriculum Overview/Review – ES, MS, HS 4. <i>Sport to Skill - Graham’s Wheel</i> [C] - Instructional Skill Themes 5. Worksheet Req. review (Activity, Skill) – procedure, expectations (Team Handball) 6. Equipment Preparation – set up standards in Cage Gym – set up teams 7. Sample Progression of Activities that lead up to Volleyball [activity] 	<ul style="list-style-type: none"> • <i>Bring Graham Wheel [C] to class</i> • <i>Sport to Skill</i> [worksheet] [copy, bring to class] • <i>Bring Team Handball Activity worksheet sample to class [on BB]</i>
2 2/2 Striking Skills	<ol style="list-style-type: none"> 1. Visual Tracking [pp] 2. <i>Volleyball Activity worksheet review</i> 3. Striking Skill Theme Activity (critical elements review/reinforce) 4. Equipment Preparation – set up standards in Cage Gym – set up teams 5. Teaching game rules, scoring and rotational procedure 6. Related activity – Rally Volleyball 	<ul style="list-style-type: none"> • <i>Volleyball Activity worksheet due</i> • Read Text Chapter 21 Volleyball
3 2/9 Striking Skills	<ol style="list-style-type: none"> 1. <i>Related Critical Elements (Striking) worksheet review</i> 2. <i>Volley/Striking Skills worksheet review</i> 3. Striking Skills Critical Elements Instruction, “Crazy Volleyball”, “Score-Score-Score” [activity] 4. Related activity – overhead, forearm pass drill, “Serve Em Up” 	<ul style="list-style-type: none"> • <i>Related Critical Elements (Striking) worksheet due</i> • <i>Volley/Striking Skills worksheet due</i>
4 2/16 Striking Skills	<ol style="list-style-type: none"> 1. <i>Net Sport Specifications Volleyball</i> worksheet review 2. Teaching game rules, scoring and rotational procedure 3. “Newcomb” & modifications to volleying [activity] 4. In class activity – development of a Round Robin Tournament 5. Heart Rate Volleyball 	<ul style="list-style-type: none"> • <i>Net Sport Specifications Volleyball worksheet due</i> • <i>Bring PHED 275 text, <u>Physical Activity & Sport for the Secondary School Student</u></i>
5 2/23 Striking Skills	<ol style="list-style-type: none"> 1. Goal Setting for Health-Related Fitness - Pre-test 2. Distribute Volleyball activity groups - Team Play procedures/expectations 3. Timed Games/Activities [pp] 4. Assessment Practice during Round Robin Tournament [& Wallyball?] 	
6 3/2 Target Skills	<ol style="list-style-type: none"> 1. <i>Bowling Activity Worksheet review</i> 2. <i>Underhand Toss Specifications Bocce Ball, Horseshoes & Bowling worksheet review</i> 3. <i>Throwing & Catching worksheet review</i> 4. Sample Progression of Activities that lead up to Bowling [activity] 5. Bowling - Teaching game rules, scoring and procedure 	<ul style="list-style-type: none"> • <i>Bowling Activity worksheet due</i> • <i>Underhand Toss Specifications Bocce Ball, Horseshoes & Bowling worksheet due</i> • <i>Throwing & Catching worksheet due</i>
7 3/9 Target Skills	<ol style="list-style-type: none"> 1. <i>Related Critical Elements (T/C) worksheet review</i> 2. <i>Long Handled Implement LHI worksheet review</i> 3. Group Developed Target Activity [in class prep]– Bocce Ball & Horseshoes 4. Bocce Ball & Horseshoes [Bocce Ball & Horseshoes - Teaching game rules, scoring and procedure] 	<ul style="list-style-type: none"> • <i>Related Critical Elements (T/C) worksheet due</i> • <i>Long Handled Implement LHI worksheet due</i> <p>Mid-term Exam</p>

<p>8 3/23 Target Skills LHI</p>	<ol style="list-style-type: none"> 1. <i>Target Game Specifications Golf, Croquet worksheet review</i> 2. Sample Progression of Activities that lead up to Golf [activity] 3. <i>Related Critical Elements (LHI) worksheet review</i> 4. <i>Golf Activity Worksheet review</i> 5. Golf - Teaching game rules, scoring and procedure 6. Related activity – golf 	<ul style="list-style-type: none"> • <i>Target Game Specifications Golf, Croquet worksheet due</i> • <i>Related Critical Elements (LHI) worksheet due</i> • <i>Golf Activity worksheet due</i>
<p>9 3/30 Target Skills SHI</p>	<ol style="list-style-type: none"> 1. <i>Short Handled Implements worksheet review</i> 2. <i>Related Critical Elements (SHI) worksheet review</i> 3. <i>Sport to Skill - Instructional Skill Themes review - Short Handled Implements SHI - review</i> 4. <i>Net Sport Specifications Tennis, Table Tennis, Pickle-ball worksheet review</i> 5. Related activity – Pickle-ball & Table Tennis - grip, rally, strokes, ready position 	<ul style="list-style-type: none"> • <i>Short Handled Implements worksheet due</i> • <i>Related Critical Elements (SHI) worksheet due</i> • <i>Sport to Skill SHI [worksheet] due</i> • <i>Net Sport Specifications Tennis, Badminton, Table Tennis, Pickle-ball worksheet due</i> <p>Note-Pickle-ball Activity worksheet available on BB</p>
<p>10 4/6 Target Skills SHI</p>	<ol style="list-style-type: none"> 1. <i>Badminton Activity Worksheet review</i> 2. <i>Net Sport Specifications Tennis, Badminton, Table Tennis, Pickle-ball worksheet due</i> 3. View Olympic Badminton & Table Tennis video – Group Observation Worksheet 4. Badminton & Table Tennis - Teaching game rules, scoring and procedure 	<ul style="list-style-type: none"> • <i>Badminton Activity worksheet due</i> • <i>Net Sport Specifications Tennis, Badminton, Table Tennis, Pickle-ball worksheet due</i> • READ C, Striking with Rackets & Paddles, C27 • <i>Read Text Chapter 4 Badminton</i>
<p>11 4/13 Target Skills SHI</p>	<ol style="list-style-type: none"> 1. <i>Net Sport Specifications Tennis, Badminton, Table Tennis, Pickle-ball worksheet review</i> 2. <i>Tennis Activity Worksheet review</i> 3. Court Tennis Video & Group Observation Worksheet 4. Distribute activity pairings – procedures, expectations, Tennis & Pickle-ball, Singles/Doubles Play 5. Related activity – Tennis - grip, volley, ground strokes, ready position, serve 	<ul style="list-style-type: none"> • <i>Net Sport Specifications Tennis, Badminton, Table Tennis, Pickle-ball worksheet due</i> • <i>Read Text Chapter 7 Tennis</i> • <i>Tennis Activity worksheet due</i>
<p>12 4/20 Target Skills SHI</p>	<ol style="list-style-type: none"> 1. <i>Sport to Skill - Instructional Skill Themes review - Short Handled Implements SHI - review</i> 2. Tennis - Teaching game rules, scoring and procedure 3. Related activity - On court – Tennis 	<ul style="list-style-type: none"> • <i>Sport to Skill SHI [worksheet] due</i>
<p>13 4/27 Target Skills SHI</p>	<ol style="list-style-type: none"> 1. Related activity - On court – Tennis 	<ul style="list-style-type: none"> • <i>Guest Presenter on court</i>
<p>14 5/4 Target Skills SHI</p>	<ol style="list-style-type: none"> 1. Related activity – Badminton & Table Tennis - grip, volley, ground strokes, ready position, serve, Doubles/Singles Play 2. Goal Setting for Health-Related Fitness - Post-test 	<ul style="list-style-type: none"> • Note- Table Tennis Activity worksheet available on BB • <i>Olympic Badminton & Table Tennis video – Group Observation Worksheet Due</i>
<p>Final Exam 5/11 Thursday 10:30 – 1:15 PM</p>		

Key: C = *Children Moving – A Reflective Approach to Teaching Physical Education*, Graham VID = video pp = Power point presentation [on Blackboard]

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.