

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Health and Physical Education
PHED 275 (001) – Field & Invasion Games
2 Credits, Fall 2017
Thursdays 10:30 am-1:10 pm, RAC 2203 (Classroom) and Linn Gym

Faculty

Name: Mr. Tony DeGregorio

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Prerequisites/Co-requisites:

None

Note: Open to BPRE and BSED PHED majors only.

University Catalog 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, hockey, team handball, flag football, lacrosse and Ultimate Disc.

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].

Course Delivery Method

This course will be delivered using a Lecture format and lab activities.

Learner Outcomes or Objectives

This course is designed to enable students to do the following

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

Professional Standards

Upon completion of this course, students will have met the following professional standards: *National Standards for Initial Physical Education Teacher Education (2008)* (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.

Suggested texts

- Corbin, C., LeMasurier, G. (2014). *Fitness for Life* (6th ed.). Champaign, IL: Human Kinetics.
- Siedentop, D., Hastie, P., van der Mars, H. (2011). *Complete Guide to Sport Education* (2nd ed). Champaign, IL: Human Kinetics.

Course Performance Evaluation

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

- 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.

• Assignments and Examinations

Requirement #1 – Attendance, quality contribution to class [10%] - 100 pts (6.67 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 of class 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 involvement in a variety of team sport activities.
- Based on assignments of various kinds related to assignments, readings, discussions and questions/issues.

Requirement #2 - Worksheets & Research Assignment [30%]

1. Skill Worksheets **100 points = 5 @ 20 points each**
2. Instructional Worksheet Assignments **200 points = distinct point type for each**

- Worksheets for each field and invasion activity we will cover are located on Blackboard.
- Out of class 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.
- Absent students during an **in-class** assignment lose the opportunity to receive credit. [See *Tentative Class Schedule* - due dates noted].

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

Presentation #1 Sport Education Model

- You will be assigned a group and will prepare & present one 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 instructional roles [each role responsibility and necessary items for each group presentation is located on *Blackboard*]:
- Group members will decide among themselves which roles they will perform for each activity
- Activity Choices - Ideas for related activities could be taken from suggested texts, pcentral.com, or any suitable resource (or create your own)
- Presenting group is responsible for ALL aspects of the presentation per *Sport Education* model indications [specific information will be reviewed during class]
- Each student will receive two grades – individual grade (75%) and group grade (25%). (Rubric Criteria for evaluating your *Sport Education* Learning Activity Presentation is located on *Blackboard*)

Presentation #2 Tactical Games Model

- Each assigned group will develop and present Tactical Games lessons that relates to the assigned activity
 - Each group member will prepare & present one scheduled *Tactical Games* designed/modified lesson using the criteria indicated from the model presentation and lesson template (Rubric Criteria for evaluating your *Tactical Games* Learning Activity Presentation and lesson plan template is located on *Blackboard*)
- Activity Choices - Ideas for related activities could be taken from related texts, books, pcentral.com, or any suitable resource with credit to the source (or create your own)
- Student presenting is responsible for ALL aspects of the presentation [specific information will be reviewed during class]

General Presentation Information

- 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 or progressive game (presentation objectives should relate to skill criteria chosen)

- 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 being taught!
- 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 and activity will be distributed during second or third class session
- 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

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

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 throughout this course on the motor skills relative to field and invasion games. *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.*

* This assignment is one of the designated performance-based assessments for the PHED Program and results will be uploaded on Blackboard for accreditation purposes.

Requirement #7 Activity Portfolio [5%] 50 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, instructional worksheets, in class group reflection 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.

FINAL EXAM Written Objective [10%] 100 Points

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

• **Course Performance Evaluation Weighting**

<i>Attendance = 10 points/class.</i>	10%	100
✓ Worksheets	30%	300
✓ Individual Learning Activity Pres.	20%	200
✓ Mid Term Exam	10%	100
✓ Rubric/Assessment	5%	50
✓ Motor Skills Development	10%	100
✓ Activity Portfolio	5%	50
Final Exam	10%	100
TOTAL	100%	1000 Points

Grading Policies

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

Key: **bba** = Blackboard attachment, **pp** = PowerPoint presentation [on Blackboard], **ovhd** = overhead projector

Skill Worksheets
Throwing & Catching Skill
Chasing, Fleeing & Dodging Skills
Kicking & Punting Skills
Ball handling/dribbling Skills
Striking skills w/ long- handled implements

Instructional Worksheets
Movement Skill Critical Elements Activity (In-class)
Learning Strands (Out of class)
Team Sports Game Specifications A (In-class)
Team Sports Game Specifications B (Out of class)
Instructional Skill Theme Graphic Organizer (In-class)
Skill Theme Health Fitness Related Graphic Organizer (In-class)
Historical Research on an Invasion or Fielding sport, game or activity (Out of class)
Naismith (Out of class)
Sport Education Project Synopsis (Out of class)

Sample Progression of Activities that lead up to:
Team Handball
Flag Football
Soccer
Basketball
Hockey
Softball

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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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