

**George Mason University**  
**College of Education and Human Development**  
**PhD in Education**  
**Kinesiology Concentration**

EFHP 840 001– Doctoral Seminar in EFHP  
3 Credits, Fall 2019

Fridays 12-1:20pm/On-line; Katherine Johnson Hall (KJH) 212, Science & Technology Campus

**Faculty**

Name: Amanda M. Caswell, PhD, LAT, ATC  
Office Hours: M/T 2-3pm 8-26 to 10-18; F 2-3pm  
Office Location: KJH 224  
Office Phone: 703-993-9914  
Email Address: aalleni@gmu.edu

**Prerequisites/Corequisites**

Enrollment is limited to Graduate level students

**University Catalog Course Description**

Examines problem areas in Exercise, Fitness, and Health Promotion research, theory, or practice using a combination of self-directed, guided learning, and critical peer reviews in a seminar format. Offered by Recreation, Health & Tourism. May not be repeated for credit.

**Course Overview**

Various aspects of college and university teaching will be explored throughout the semester. Topics will include course preparation and design, instructional strategies, classroom management, student and faculty assessment. Students will be engaging in a scholarly teaching conference, demonstrating instructional strategies, and teach a university level course while being evaluated.

**Course Delivery Method**

This course will be delivered using a seminar format face to face, and on-line through Blackboard.

**Learner Outcomes or Objectives**

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

1. Synthesize the professional literature and examine problem areas in exercise, fitness, and health promotion,
2. Critically review and apply theories, concepts, practices and philosophies in exercise, fitness, and health promotion using independent self-directed reflection, guided learning, and peer reviews,
3. Organize the themes and ideas associated with a chosen area of the exercise, fitness, and health promotion field,
4. Demonstrate the ability to communicate professionally in both written and oral forms,
5. Evaluate instructional techniques for the college and university level,
6. Design a course instructional plan that include a lesson plan,
7. Evaluate a teaching presentation,

8. Write a teaching philosophy,
9. Demonstrate an active teaching method,
10. Analyze classroom management techniques, and
11. Survey a college instructor's professional career path.

### Professional Standards

Not Applicable.

### Recommended Text

- Angelo, T. A. & Cross, K. P. (1993). Classroom assessment techniques, 2<sup>nd</sup> edition. Jossey-Bass; California.
- Fenstermacher, G. & Soltis, J. (2009). Approaches to teaching, 5<sup>th</sup> Edition. Teachers College; New York.
- Joyce, B., Weil, M., & Calhoun, E. (2015). Models of teaching, 9<sup>th</sup> Edition. Pearson; New York.
- McKeachie, W.J. (2014). McKeachie's teaching Tips, 14<sup>th</sup> edition. Wadsworth; California.
- Velez-Solic, A. (2015). Teaching online without losing your mind: A comprehensive overview. AVS Academic Services; Indiana.

### Course Performance Evaluation

- **Assignments and/or Examinations**

- **Professional Instructor Interview**

A faculty mentor (at Mason or elsewhere) who the student respects as a strong instructor/teacher will be identified. The student will request time for a 20-30 minute interview. Directions for the interview and reflection paper are provided on Blackboard.

Due Date	Description	Course Objective	Points
10-25; 11:59am	Submit Name and date of Professional Instructor Interviewee on Blackboard	---	5
11-22; 11:59am	Interview Reflection Paper	4, 11	40

- **Teaching Demonstration**

The student will practice and evaluate their performance as a classroom instructor. The student will identify a course *that they are not currently* teaching at the university level. Working in cooperation with the instructor of record, the student will use the 4 P's of planning a class, provide instructional objectives, utilize an instructional and evaluation technique, and be evaluated by a peer and the instructor of record. A video of the teaching demonstration will be recorded for reflection. Assignment details and grading criteria are provided on Blackboard.

Due Date	Description	Course Objective	Points
10-18; 11:59am	Teaching Demonstration Information	---	5
11-22; 11:59am	Teaching Demonstration	2, 4, 5, 6, 9, 10	65

- **Teaching Philosophy**

Based on experiences in learning and teaching, students will write a philosophy of teaching. The philosophy must reflect the student viewpoints, and the basic theories about learning and teaching. An initial draft will be submitted at the beginning of the semester, and final draft will be completed that should show growth and understanding expanding on the initial draft. Information about how to write a philosophy and assignment submission are on Blackboard.

Due Date	Description	Course Objective	Points
9-6; 11:59am	Initial draft teaching philosophy	2, 4, 8	10
11-22; 11:59am	Final draft teaching philosophy	2, 4, 8	20

- **Instructional Strategy Demonstration**

Students will be assigned one instructional strategy from the *Models of Teaching* textbook that will be located in my office or at Ms. Tiffany Sandstrum's desk, and will develop a 10-15 minute class presentation. At the beginning of the assigned class meeting, the student will demonstrate the instructional strategy to their classmates. Assignments and instructions are on Blackboard.

Due Date	Description	Course Objective	Points
9-12; 11:59pm	Select instructional strategy via Blackboard	---	5
As assigned	Instructional Strategy Demonstration	2, 4, 6, 9	55

- **Innovations in Teaching & Learning Conference**

Students will attend the conference on Friday, September 27, 2019 in lieu of class attendance (including your early classes with Dr. Cortes and Dr. Martin). A sign in at the conference with the course instructor is required, as well as the Blackboard assignment associated with the conference.

Due Date	Description	Course Objective	Points
9-27; 9am	Sign in with the course instructor	---	5
9-28-10/4; 11:59am	Complete Blackboard assignment	3, 4, 5	40

- **On-line Question, Quotation, Comment (QQC) Activities**

Throughout the semester, the student will submit a QQC on the assigned reading in the Discussion section of Blackboard.

Due Date	Description	Course Objective	Points
By 8am on Class date throughout semester as per syllabus calendar	QQC Discussion	1, 2, 3, 4, 5	50

### Grading Overview

Description	Qty	Points Each	Total Points
Professional Instructor Interview	1	45	45
Teaching Demonstration	1	70	70
Teaching Philosophy- Initial Draft	1	10	10
Teaching Philosophy Final Draft & Reflection	1	20	20
Instructional Strategy Demonstration	1	60	60
Innovations in Teaching & Learning Conference	1	45	45
On-line QQC Discussions	10	5	50
			300

- **Other Requirements**

Attendance is expected.

- **Grading**

The student's final letter grade will be earned based on the following scale:

- A: 279-300 (93%)
- A-: 270-278.99 (90%)
- B+: 261- 269.99 (87%)
- B :252-260.99 (84%)
- B-: 240-251.99 (80%)
- C: 219-239.99 (73%)
- F: 0-218.99 (72%)

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>.

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

## Class Schedule

Week	Topic	Assignment
<b>(1)Aug 26- Aug 30</b>	Introduction to the Course	
<b>(2)Aug 31- Sept 6</b>	Course Design & Development	<b>-Teaching Philosophy Initial Draft Due</b>  <b>-QQC Discussion Board 8am on Class date</b>
<b>(3)Sept 7- 13</b>	Course Development & Preparation	<b>-Select instructional strategy for demonstration thru Blackboard</b>  <b>-QQC Discussion Board 8am on Class date</b>
<b>(4)Sept 14- 22</b>	Developing your Teaching Approach	<b>-QQC Discussion Board 8am on Class date</b>
<b>(5)Sept 23- 20</b>	Instructional Strategies- Face to Face	<b>-QQC Discussion Board 8am on Class date</b>
<b>(6)Sept 21- Sept 27</b>	No Sci Tech meeting; Innovations in Teaching & Learning Conference- Fairfax	<b>Innovations in Teaching &amp; Learning Conference</b>
<b>(7)Sept 28- Oct 4</b>	Active Learning & Flipping the Classroom	<b>-Innovations in Teaching &amp; Learning Conference on-line assignment</b>  <b>-QQC Discussion Board 8am on Class date</b>
<b>(8)Oct 5- 11</b>	Instructional Strategies-On-line environment	<b>-QQC Discussion Board 8am on Class date</b>
<b>(9)Oct 12- 18</b>	Student Assessment	<b>-QQC Discussion Board 8am on Class date</b>  <b>-Submit Information on Blackboard about Teaching Demonstration</b>
<b>(10)Oct 19-Oct 25</b>	Classroom behavior management	<b>-QQC Discussion Board 8am on Class date</b>  <b>-Submit Name and date of Professional Instructor Interviewee on Blackboard</b>
<b>(11)Oct 26-Nov 1</b>	Teaching Project Work Day	
<b>(12)Nov 2- Nov 8</b>	College Teaching & Learning Resources	<b>-QQC Discussion Board 8am on Class date</b>

<b>(13)Nov 9-15</b>	Course and Instructor Assessment	<b>-QQC Discussion Board 8am on Class date</b>
<b>(14)Nov 16-Nov 22</b>	Teaching Methods and Activities	<b>-Teaching Philosophy Final Draft Due</b>  <b>-Teaching Demonstration Due</b>  <b>-Professional Instructor Interview</b>
<b>Nov 23-29</b>	<i>No Class- Thanksgiving</i>	
<b>(15)Nov 30-Dec 6</b>	Where do we go from here?	

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

### 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/> .**

### **E-mail Correspondence**

Only messages that originate from a George Mason University address will be accepted. The following is an appropriate professional format:

Dear Dr. Caswell; (*Beginning salutation*)

I am looking forward to your class. (*Text body*)

Regards, (*Ending Salutation*)

First Name Last Name (*Your name*)

### **Technology Use During Class**

As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. Additionally, *no laptop computers, Smart Phones, or other technology* will be permitted for use during class time; the exceptions are for use during presentations/projects, and technology deemed as necessary by the Office of Disability Services. Students utilizing various technology devices during class will be asked to leave class and will not be permitted to complete course work or receive any points for assignments that day.

### **Name Requirement on Assignments**

Your first and last name **MUST** be on your papers when you turn them in. Failure to put your name will result in a 0 for the assignment.

### **Make Up Work**

Students who are absent or who arrive late without an official university or a medical doctor's excuse will be no make-up quizzes or exams unless an excused absence has been warranted. Students who miss an examination, quiz or other class activity because of an excused absence must complete the assignment *within a week of the excused absence*. It is the student's obligation to pursue any make-up work.

### **Late Assignments**

All work is due at the beginning of class time on the indicated day. **NO LATE WORK WILL BE ACCEPTED AND WILL RESULT IN A 0 GRADE.**

**Student Acknowledgement of Syllabus**

I, \_\_\_\_\_, by affixing my signature below, attest to the following:

\*I have read the course syllabus for EFHP 840 in its entirety, and I understand the policies contained therein.

\*I have a clear understanding of the due dates for assignments, and I accept responsibility for knowing when due dates are approaching.

\*I am aware that failure to complete the proficiencies by the dates assigned will result in failure of the course.

\*I understand the instructor reserves the right to alter the provided schedule as necessary, and I am responsible for obtaining the most current version from Blackboard.

\*I accept responsibility for reading announcements that are sent to me via email or posted to Blackboard.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

(Student Copy: This copy should remain attached to your syllabus.)

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\*I accept responsibility for reading announcements that are sent to me via email or posted to Blackboard.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

(Instructor Copy: This copy should be signed and returned to course instructor no later than the second class meeting.)