

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Health and Physical Education
PHED 275 (DL1) – Field & Invasion Games
3 Credits,

Faculty

Name: Risto Marttinen

Office hours: Thursday's 10am-11am

Weekly Sessions: Start on Tuesday (12:01am) and end on Monday (11:59pm)

Office location: on-line in Fall 2020

Office phone: 703-993-7109 (zoom meetings are preferred, please email me to schedule)

Email address: rmarttin@gmu.edu

Prerequisites/Co-requisites:

None

University Catalog Course Description

Teaches skills, content knowledge, and historical perspectives of 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

This course is designed to be an introductory level course to teaching physical education through field and invasion games. Each class meeting is divided into two parts, first in the classroom where theoretical components are shared followed by time in the gymnasium or outside fields to apply in-class learning to physical education settings.

Course Delivery Method

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

Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Our course week will begin on Tuesdays and end on Mondays.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 10 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed **on blackboard**. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

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. Identify stages of children's motor development in the content areas of field and invasion games.
3. Demonstrate competence in basic motor skills from the *skill theme approach* in the content areas of field and invasion games.
4. Peer-teach skills and strategies associated with field and invasion games through model-based practice.
5. Synthesize the history of game originations and modifications over time for each team sport/field and invasion game included in this course.
6. Demonstrate key strategies used in each team sport/field and invasion game during play.
7. Select and administer appropriate, valid and reliable skill tests.
8. Utilize rubrics as part of student assessment and apply examples of authentic assessment.
9. Interpret skill test data and use as feedback for learners.
10. 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 (2017)* (SHAPE America)

Standard 1. Content and Foundational Knowledge

Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Standard 2. Skillfulness and Health-Related Fitness

Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Standard 3. Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4. Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Standard 5. Assessment of Student Learning

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Standard 6. Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Required Text

Lochbaum, M. *Get Active 3e*. McGraw Hill Connect

****Note: this is an e-book. You must have this book in order to access the readings and quizzes in this class.**

Suggested texts

Graham, G., Holt/Hale, S. A., & Parker, M. (2013). *Children moving: A reflective approach to teaching physical education* (9th ed.). McGraw Hill.

Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2013). *Teaching sport concepts and skills: A tactical games approach for Ages 7 To 18* (3rd ed.). Human Kinetics

Sientotop, D., Hastie, P., van der Mars, H. (2011). *Complete guide to sport education* (2nd ed.). 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 (www.blackboard.gmu.edu) are required in this class. You will retrieve assignments and course materials from these sites.

Assignments

(1) Skill **teaching** videos: (5 total)

You will create 5 teaching videos for the following sports:

- Ultimate: Frisbee Grips and Catching
- Soccer: pass, kick, and trap
- Basketball: Dribbling sequences
- Flag Football: throwing and routes
- Softball: Fielding and throwing

(2) Quizzes: (5)

You will have 5 quizzes through the semester on the following sports:

- Ultimate
- Soccer
- Basketball
- Softball
- Flag

(3) Video Explanations: (3)

You will explain three sports in a short video for the following sports:

- Team Handball
- Touch Rugby
- Lacrosse

(4) Lesson plan using the tactical approach:

Each student will make two Lesson Plans utilizing the tactical games approach.

You may choose to work on these individually or with 1 partner.

(5) Skill videos:

We will teach 7 main sports/games in this class. You must demonstrate competence in 5 of the 7 (you will choose which ones)

- These will be assessed twice over the semester with a chance to improve your scores from time 1 to time 2.

(6) Discussion boards and virtual discussions:

Teacher candidates are expected to meet virtually via zoom a total of 4 times during the semester to discuss readings, issues in physical education, and other content in the class. Two of these meetings will occur in the first 8 weeks of the semester, and two will occur in the last 8 weeks.

- Discussion board topics will be graded according to the rubric posted on blackboard
- Students must be present virtually for at least 20min of the online session and engage either the chat or by voicing their opinions through video/audio responses.

Course Performance Evaluation Weighting

✓ Content Quizzes (5 total)	20%
✓ Skill Teaching Videos (5 total)	20%
✓ Video Explanations (3 total)	10%
✓ Lesson Plans (2 total)	15%
✓ Motor Skills Development	15%
✓ Discussion boards and virtual discussion	20%
✓	
TOTAL	100%

Other Requirements

In accordance with the GMU Attendance Policies (University catalog, 2019-2020), “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.”

Grading Policies

Grading Scale for calculation of final course grade

93 - 100% = A	90 - 92.9% = A-	
87 - 89.9% = B+	83 - 86.9% = B	80 - 82.9% = B-
77 - 79.9% = C+	73 - 76.9% = C	70 - 72.9% = C-
69.9 - 60% = D	< 59.9% = F	

Professional Dispositions

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

Schedule:

Course Content and Outline			
Week 1	Introduction to class	<p>Lecture: Introduction to class and the need for physical education</p> <p>Activity: Into videos and screen share</p>	<p><u>Reading</u> Syllabus <u>Assignment</u> Intro video Screen share</p>
Week 2	<p><u>Ultimate Frisbee (Connect)</u> Sport Education Model</p>	<p>Podcast: Sport Education Model Part 1</p> <p>Activity: Ultimate frisbee Sport Ed lesson</p>	<p><u>Reading</u> Sport Education Chapter Connect Book Chapter on Ultimate Sport Ed Podcast 1</p> <p><u>Assignment</u></p>
Week 3	<p><u>Ultimate Frisbee</u> Models Based Practices in PE</p>	<p>Podcast: Sport Education Model Part 2</p> <p>Lecture: Models Based Practice, Lesson Planning and Ultimate Frisbee Skills</p> <p>Activity: Ultimate Frisbee Sport Education Continued</p>	<p><u>Reading</u> Casey 2014*Podcast Sport Ed Podcast 2 <u>Assignment</u> Ultimate Quiz Video upload of skill teaching</p>
Week 4	<p><u>Soccer (Connect)</u> Tactical Games Approach</p>	<p>Lecture: Tactical games</p> <p>Activity: Soccer skills through tactical games approach</p>	<p><u>Reading</u> Tactical Games Podcast Soccer Connect reading <u>Assignment</u></p>
Week 5	<p><u>Soccer</u> Tactical Games</p>	<p>Lecture: Soccer history</p> <p>Activity: Soccer skills through tactical games</p>	<p><u>Reading</u> Tactical Games Chapter <u>Assignment</u></p>

			Quiz on soccer through Connect
Week 6	<u>Pesäpallo</u> (Finnish Field Game)	Lecture: rules and history of field games Activity: Pesäpallo through tactical games	<u>Reading</u> Online lecture <u>Assignment</u> Teach soccer skill video
Week 7	<u>Basketball</u> (Connect)	Lecture: History of Basketball and Rules	<u>Reading</u> Basketball Reading <u>Assignment</u> Basketball Test
Week 8	<u>HOME GAME</u> <u>MID TERM</u>	Calcio Storico	<u>Reading</u> To be Assigned <u>Assignment</u> Response to video Midterm Due Teach basketball dribble/pass
Week 9	<u>Speedball/Team</u> <u>Handball</u>	Lecture: Motor Development Lecture: History and rules of Handball/Speedball)	<u>Reading</u> Wiersma <u>Assignment</u> Handball explanation video Lesson Plan 1 due
Week 10	<u>Flag Football</u> (Connect)	Lecture: Football, rugby and similar games Activity:	<u>Reading</u> Flag Football reading <u>Assignment</u> Flag Football Quiz
Week 11	<u>Touch Rugby</u> <u>Cooperative learning</u> <u>model introduction</u>	Lecture: Cooperative Learning Activity:	<u>Reading</u> To be Assigned <u>Assignment</u> Rugby video explanation Skills video Part 1
Week 12	<u>Softball/Baseball</u> (Connect)	Lecture: History and rules of Baseball	<u>Reading</u> Connect reading <u>Assignment</u> Quiz on Softball
Week 13	No Class: Thanksgiving Break		
Week 14	<u>Lacrosse/Hockey</u>	Lecture: rules and history of Lacrosse and Hockey Activity:	<u>Reading</u> TBA <u>Assignment</u>

			Lacrosse video explanation Lesson Plan 2 Due
Week 15	Review of course	Lecture: Review of models-based practice and specifics about Sport Ed and Tactical games Activity: Skill tests due via video	<u>Reading</u> None <u>Assignment</u> Skills Test Part 2
Finals Week	Final Exam		<u>Assignment:</u> Final

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

- a. Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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://ds.gmu.edu/>).
- e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- a. 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- b. For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student

Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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