

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

PHED 273 001– Net and Target Games  
3 credit hours, Spring 2021  
Thursday 10:30 am – 1:10 pm; Distance Learning & Linn Gym – Fairfax Campus

**Faculty**

Name: Mrs. Nancy Jacobson  
Office Hours: Thursday 1:15-2:00pm, Before and After class  
Office Phone:  
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**Prerequisites/Corequisites**

None

**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**

The lectures for this class will be posted on Blackboard. Students are expected to view the lectures and complete all activities before meeting on Thursday in the Linn gym. In order to comply with social distancing protocols students will be assigned to a group and time for the activities conducted in the Linn Gym. Students are responsible for attending at the assigned time. Equipment will be sanitized after use. Students are required to complete the Mason Health Screening before class, wear a mask at all times, wash hands before and after attending class, and follow all Mason directed Covid protocols.

**Course Delivery Method**

This course will be delivered hybrid using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal and meeting face-to-face in the Linn gym at the RAC. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on by 12:01am 25 Jan.

**Under no circumstances, may candidates/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](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](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. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
  - 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:- Our week will begin on Sunday and end on Thursday. The aynchornous lessons must be completed before the face-to-face meetings in the Linn gym at the RAC. Students are required to attend their assigned meeting time and complete all assignments as directed.
- 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 3 times per week.  
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. Assignments submitted late will not receive credit.
- 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 in the **Class Schedule** section of this syllabus. 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 or Objectives**

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

1. Effectively demonstrate the motor skills critical in net and target games included in the course.
2. Identify stages of children's motor development in the content areas of net and target games.
3. Demonstrate competence in basic motor skills from the skill theme approach in the content areas of net and target games.
4. Peer-teach skills and strategies associated with net and target games through model-based practice.
5. Synthesize the history of game originations and modifications over time for each net/target games included in the course.
6. Demonstrate tactical knowledge during game play in each net/target game included in the course.
7. State and apply games rules related to the various net/target games included in the course.
8. Select and administer appropriate, valid and reliable skill tests.
9. Utilize rubrics as part of student assessment and apply examples of authentic assessment.
10. Interpret skills tests data and use as feedback for learners.
11. Be able to set the equipment properly for each net/target game included in the course.
12. Adapt games to fit the needs of all learners.
13. Organize different types of tournaments such as single elimination, double elimination and round robin.

## **Professional Standards**

Further, upon completion of this course, students will address the following professional accreditation 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.

### Recommended texts

Graham, George. Holt/Hale, Shirley Ann. Parker, Melissa 2012. Children Moving 9th Edition. New York, NY: McGraw Hill.

### Course Performance Evaluation

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

Students are solely responsible for submitting assignments on time and for obtaining any class information from classmates on lecture notes, updates, changes of calendar and handouts due to absences.

Assignments (due before class begins) and tests must meet deadlines or no credit is earned. Computer and printer failures are not excused. Advance approval from the professor is needed for exceptions. Only extreme emergencies and university-sponsored functions are exempt from this policy.

Your GMU email address and Blackboard are required in this class. You will retrieve assignments and course materials from these sites.

## Assignments and/or Examinations

### **Requirement #1 - Sport Specifications Quizzes (10 pts each)**

- Quizzes should be completed prior to each introductory skills demonstration of that specific activity. Quizzes are on Blackboard[See *Tentative Class Schedule* - due dates noted].
- Quizzes are due before class begins. Quizzes submitted after lecture begins will not receive credit! If you expect to be absent, it is your responsibility to turn in the worksheets prior to class.
- Quizzes are not intended to be "busy work" but an overall preparation for upcoming lessons/lectures, to reinforce class topics.
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### **Requirement #2 Related Critical Elements Activity Presentation 100 points** - Each student in their assigned Critical Element Skill group will develop and present an assigned skill or activity themed presentation that relates to their assigned Critical Elements

- Each student will prepare & present one presentation using the criteria observed and experienced from the model presentation
- Skill or Activity Themed Presentation 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).
  - **Presentation must follow all Covid protocol.**
- Student presenting is responsible for ALL aspects of the presentation [specific information will be reviewed during class]
  - Each presenter must include a lesson plan and an assessment.

#### **General Presentation Information**

Presentation and development of an activity:

- Example - a lead-up activity, practice/drill or progressive game (presentation objectives should relate to skill criteria assigned)
- Make constant referrals/cues during your presentation of your activity's relevance to the assigned skill
- As you plan, develop presentations/lessons to insure maximum on-task time/participation/activity time for each student - *strive for maximum student involvement*.
- You will submit a lesson plan to include an assessment and rubric. You will assess one group of classmates during the presentation.
- Be creative, innovative, and resourceful as you plan and implement the presentation.
- Assigned presentation groups and activity will be distributed during second- or third-class session
- Your presentation group will teach lesson to remainder of class.
- Expect the Presentation to be 20-30 minutes in length. The actual length of time may change.

### **Requirement #3 - Mid-Term Exam** 100 Points

- Multiple-choice, comprehensive to include classroom lecture, discussion, worksheets, above requirements & text reading references.
- The Mid-Term Exam will be posted 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 200 Points**

- Multiple-choice, comprehensive to include classroom lecture, discussion, worksheets, above requirements & text reading references.
- The Final Exam will be posted on Blackboard.

#### **Requirement #6 - Out of Class Activities - 25 points each**

- 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 fulfill the requirement. Please know and understand the rules and etiquette of the course you are playing.
  - The score card will be submitted to Blackboard with a .jpeg, scanned, or submitted as a hard copy.
- 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 if needed]. 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. Score sheets hand written on paper will not meet the requirement.
  - The score sheet and paperwork will be submitted to Blackboard. Pictures or scanned copies are acceptable. Names must be legible. Score sheets can also be submitted hard copy.
- **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 Mason CEHD RHT.**

#### **Requirement #8-**

Each student will design a round robin tournament bracket and a double/single elimination tournament bracket. More information will be given in class and placed on Blackboard.

#### **Other Requirements**

Participation - (10 points/class attended)– Attendance at all classes is expected. This is a hands-on, participatory course – your 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.

- Students have been randomly assigned a group with a time to meet at the RAC. **Please be sure to come prepared to each class period dressed and ready for active participation in a variety of activities.**
- **Students are expected to dress appropriately for activity-athletic attire and shoes. Tank tops, jeans, hats, cut off shirts or shorts, middriffs, offensive logos or designs are not permitted. Points will be deducted for inappropriate dress.**
- **Points are deducted for leaving early or arriving late. Please arrive early to allow for time to check in at the front desk and wash hands.**
- Absences and late arrivals are only excused with a health care provider's note emailed immediately or presented as a hard copy immediately upon return to class. Students who are absent for any reason are still responsible for lecture material found on Blackboard, assignments, quizzes, exams, and all material presented during class.
- The following will be used:
  - 10 points for each lab attended
  - Two "two tardies" = 1 absence
  - Two "early departures" = 1 absence
  - Five points for inappropriate dress.
  - 3 points for not being prepared by completing lecture material before class.

Overview:

✓	Participation/Attendance [15 classes X 10 pts/class]	150 Points
✓	Out of Class Activities	50
✓	Mid Term Exam	100
✓	Quizzes [7]	70
✓	Tournament brackets (round robin/bracket-5 points each)	10
✓	Related Critical Elements Activity Group Presentation	100
✓	Motor Skills Development	100
✓	Final Exam	200
✓	<b>TOTAL</b>	<b>780 Points</b>

**Grading (*Rubrics for each assignment noted above are definitively displayed on Blackboard site*)**

A = 94-100%	C+ = 77-79%
A- = 90-93%	C = 74-76%
B+ = 87-89%	C- = 70-73
B = 84-86%	D = 60-69%
B- = 80-83%	F = Less than 60%

## Class Schedule PHED 273 Agenda - Spring 2021

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

Date	Lecture/Blackboard/Power Point	Activity/Skill/RAC	Assignments Due
1/28	Syllabus, policies Net Games (PP) Skill Themes (PP and Nearpod) Skill Movements (.pdf)	Assess skill (skill theme) Volleyball Progression 1. Skill test	Skill theme, Syllabus quiz, Read volleyball critical skills/progression activities
2/4	Visual Tracking (PP) Curriculum Overview/Review-ES, MS, HS Volleyball Critical Elements Volleyball Progression activities	Volleyball/striking skills 1. Underhand pass 2. Overhead pass 3. Serving 4. Hitting/spiking	Quiz Volleyball
2/11	Timed Games (PP) Shape-Skill Themes to Social and Emotional Responsibility	Volleyball 1. Review all skills 2. Post skill assessment 3. Review rules	Read SHAPE-Skill Themes to Social and Emotional Responsibility
2/18	Design a Round Robin Tournament Rules and critical skills Review scoring, drills, progression	Group 1 Presentation Skill will be assessed.	Group 1 Lesson Plan
2/25	Bowling and underhand toss related activities, game rules, scoring, procedures.	Underhand throw, bocce ball, horseshoes	Quiz: Underhand Toss Round Robin bracket due
3/4	Progression activities, scoring, critical elements	Group 2 Presentation Underhand Toss	
3/11	Long handled implements, critical elements, rules, scoring	Long handled implement- golf putting, chipping	Midterm exam-multiple choice, T/F All content from 1/25- 3/11 Due 3/14
3/18	First Tee Presentation	First Tee with Tim Weaver	
3/25	Critical elements, Progression	Group 3 Presentation	Golf Quiz Due
4/1	Short handled implements-critical elements, strokes, rally's, ready position	Badminton,	Pickleball/Table Tennis Quiz Due
4/8	Scoring and rules badminton, Pickleball, Table Tennis	Pickleball, Table Tennis	Badminton Quiz Due
4/15	Progressive activities Design a double elimination tournament for tennis	Group 4 Presentation	
4/22	Tennis critical elements, grip, strokes	Tennis Guest Presenter: Doug Kegerreis	Tennis quiz due
4/29	Tennis Progressive activities, scoring.	Tennis tournament	Double elimination bracket due
5/6	All out of class assignments due		Final Exam Due



**Professional Dispositions** See <https://cehd.gmu.edu/students/policies-procedures/>  
Students are expected to exhibit professional behaviors and dispositions at all times.

## 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

### 1. GMU Policies and Resources for students

#### *Policies*

1. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
2. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
3. 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.
4. 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 <https://ds.gmu.edu>).
5. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

1. 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
2. **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Non-Confidential 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](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing [titleix@gmu.edu](mailto:titleix@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/>.**