**KINE 3560 Pedagogical Skills, Strategies, and Management**

**in Secondary Physical Education**

**Department of Kinesiology, Health Promotion, and Recreation**

**Fall Semester, 2015**

Instructor Section 1: Xiangli Gu, Ph.D

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Office hours: Tuesday & Thursday between 11:00 pm-12:00 pm

 (or by appointment for other times)

 To set up an appointment send an email from your UNT email account

 See Email etiquette below

**Class Schedule**:

**Lecture Section 1:** Tuesday & Thursday 9:30 am -10:50 am

 Room: Col 45

**Catalog Description**: Candidates develop a sound understanding related to progression in fundamental movements and skills across all developmental levels leading to instructionally suitable and developmentally appropriate activities for all students. Candidates also acquire a thorough understanding and application of the games analysis model. Content includes lesson plan design and implementation, class observation and teaching assessment, service learning experience, achievement motivation theories, and advanced technology implementation in various physical activity settings. Candidates are afforded both peer teaching and field based application of content.

**Texts**:

**RECOMMENDED**

Darst, P. W., Pangrazi, R. P., Sariscsany, M. Jo., & Brusseau, T. A. (2012). (7th ed). *Dynamic*

*physical education for secondary school students*. San Francisco, CA: Pearson

Benjamin Cummings.

**OPTIONAL**

Doygherty, J. N. (2010). *Physical activity & sport for the secondary school student*. Champaign, IL:

 Human Kinetics.

National Association for Sport and Physical Education. (2010). *PE Metrics: Assessing national*

 *standards 1-6 in secondary school*. Reston, VA: Author.

**Course Objectives**: Upon completion of this course, students will be able to:

1. Develop an understanding of the value and purpose of physical education for secondary school students.
2. Identify historical, philosophical, and social perspectives of physical education issues and legislation.
3. Identify and analyze a sport-related concept (e.g., filling open space).
4. Perform the skills in variety of activities in a game-like situation as demonstrated by the competency level of national skill assessment (PE Metrics©, NASPE, 2010)
5. Demonstrate performance concepts in a variety of sport settings, for example when to set the screen in basketball.
6. Design and implement technology content in a lesson plan to enhance students’ learning and engagement.
7. Establish an appropriate environment for skill acquisition (instructions meet diverse student needs, adding specific accommodations for student exceptionalities) for secondary school students.
8. Understand the teacher’s role in selecting, sequencing and implementing the essential content of physical education as it relates to cultural and community concerns.
9. Describe and provide examples of three keys to motivating children to practice, analyze the intentional and unintentional actions of teachers that contribute to how students feel about themselves and physical activity.
10. Select and create appropriate assessments to evaluate student skill, behavior(s) and knowledge for different lesson plans.
11. Develop a philosophy of learning and teaching as a basis for future decision-making.
12. Meet expectations for *teacher candidate* dispositions (at the end of the syllabus) including time management, responsibility, collaboration, communication, ethics and beliefs.

**Evaluation and Grading**

**A = 540 pts or higher**

**B = 480 – 539**

**C = 420- 479**

**D = 360 – 419**

**F = 359 pts or lower**

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|  |  | **Max points possible** | **TOTAL Pts** |
| **1** | **Skill Assessment**  | **4 skills** | **80** |
| **2** | **TK 20 Assignments** | **2 x 20 pts** | **40** |
| **3** | **Field Observations**  | **2 x 20 pts** | **40** |
| **4** | **2 Teaching Assignments** | **2 x 30 pts** | **60** |
| **5** | **Online Module Assignments** | **4 x 20 pts** | **80** |
| **6** | **3 Exams** | **3 x 100 pts** | **300** |
|  | **Overall** |  | **600** |

**1. Attendance**

Attendance will be taken at the beginning of the class hour and/or at other times during the class. If you are absent when attendance is taken, you ARE ABSENT. Even if you were in class a few minutes later (or earlier), you will be counted absent if you are not present when attendance is taken. If you need to arrive at a specific class later than normal or leave earlier than normal, please let the instructor know. Arriving late or leaving early is NOT to be a general practice. If this is your practice, you will simply be counted absent. We need you in class to participate and engage in class activities. ***No points will be awarded for attending the classes during the semester.*** ***However, each absence will result in 2 points deduction from your total points.***

It is impossible for the instructor to differentiate between “excused and unexcused” absences. Thus, an absence is an absence. To be fair to all, the instructor does NOT DIFFERENTIATE AMONG ANY TYPE OF ABSENCES. If you are absent on military orders please provide a copy of your orders to the Instructor PRIOR to your leaving. If you are traveling on University of North Texas business, you MUST complete the required form from the Office of the Dean of Students to not have the absence count against you. This form MUST be turned in within 2 class periods of your return to class. Otherwise, you will be counted absent. Any student missing more than **6 classes** will receive a grade of F in this course.

**2. TK 20 assignments**

All students in this class need to complete TK 20 assignments. This course requires two assignments that will be uploaded and assessed in the UNT TK 20 Assessment System (<http://www.coe.unt.edu/tk20> ) or Blackboard Learn (<http://learn.unt.edu>).

For students who are seeking teacher certification. This will require the one-time purchase of TK 20. Student subscriptions will be effective for 7 years from the date of purchase. Key assignments must be uploaded into the TK 20 system. Please go to the following link for directions on how to purchase TK 20. Announcements regarding TK 20 will also be posted on this website (<http://www.coe.unt.edu/tk20>).

For those students who are not going to seek teacher certification you are still require to complete

TK 20 assignments but not require to buy TK 20. You have to submit your TK 20 assignments to

Blackboard Learn. Details of these assignments will be discussed in class. (2 x 20 pts = 40 pts).

**3. Field Observations in Middle School**

 Each student will be responsible for observing two physical education classes in the local middle schools throughout the semester. Observation forms can be found on Blackboard Learn (<http://learn.unt.edu>).

Students will be provided information about how to complete the Criminal Background

Check for the school district in which they are placed. It is your responsibility to correctly fill out

all required forms related to this assignment. If you fail to follow the above steps, it will disturb

your observation assignments; consequently, you will lose 40 points. **(2\*20 = 40 pts total).**

**4. Teaching assignments**

 This assignment is to provide students an experience for working with a group and developing an understanding of a reflective approach to teaching physical education for secondary school students. At the first week of the class everyone should sign up with a group of 4 and you will work together for all teaching labs. You will have a **one-time peer teaching** in the GYM 103 and have a **one-time field teaching** PE class in the local middle school.

 Field Teaching will be held according to the tentative calendar. **Attendance and participation is mandatory for all teaching labs.** The field teaching is scheduled ahead of time for your convenience, therefore plan accordingly. No field teaching will be excused unless you show the instructor a **valid and written excuse from a reputable source before the lab classes.** If no valid excuse is provided, the student will earn zero points for the missed teaching assignment.

 (**2\*30 = 60 pts total).**

**5. Online module assignments**

 This is a blended course which includes the online self-learning process and face-to-face instruction. Blackboard Learn (<http://learn.unt.edu>) is used to report test scores and provide online learning activities. You should remember to check Blackboard Learn regularly. All announcements will be made through Blackboard Learn.

There will be **Four** online learning module quizzes posted on the Blackboard Learn during the specific time throughout the semester. Online Learning Module is a collection of course content focused on specific subject that students can navigate at their own pace. We will not hold class in the classroom while students study the online learning module on their own– you will be informed ahead of time (The dates are listed on the course schedule).

There will be a multiple-choice quiz for each of the modules. Each quiz is worth 20 points including 10 to 20 questions.Quizzes are accessed through the “Quizzes” button in the content area of the module page. Each quiz may be taken only once. Quizzes for each module will be available for the length of time of the module and will “disappear” after the due date for the quiz. Quizzes have a 40-minute time limit. Quizzes may not be made up. Although you may use your text during the quiz, please be aware of the 40-minute time limit so it is unlikely you will do well on the quiz unless you have prepared. **Note: You have to do the online quiz by yourself and group work is not allowed.**

**6. Examinations**

Each student will be administered **Three** exams. Tests will cover lectures and online modules as well as corresponding chapters from the text. Tests consist of multiple choice, and true or false questions. You may use a one-page cheat sheet for each examination. You may write anything you want on one side of a sheet of paper (A 4 size, or 8.5 x 11 inches). When you turn in your test, you must also turn in your cheat sheet. I will return it to you at the next class meeting. You are not to share or copy cheat sheets. Your cheat sheet MUST be in ink and/or computer generated. Cheat sheets not meeting the guidelines will not be returned and will be destroyed.

 Permission to take an examination at a time other than the scheduled time will ALMOST NEVER be granted. Failure to take the examination at the scheduled time will result in a zero for that examination. Excuses such as oversleeping, car problems, etc. are ALMOST NEVER granted. You need to plan ahead and be ready to take the examination as scheduled. Should you miss an examination and be granted the opportunity to take a make-up examination, you will take an examination much like the students in class but multiple choice items may be changed to short answer essay or completion. Any make-up examination will be conducted at the instructor’s convenience and not necessarily the student’s most convenient time. **Please take the examination as scheduled.**

**7. Skill Assessment**

This is one of the required courses of kinesiology teacher certification track. In order to meet the national program requirement (Council for the Accreditation of Educator Preparation; CAEP), each student will be assessed four motor skills based on the NASPE PE MetricsTM (National Association for Sport and Physical Education, 2010). The skills including basketball, badminton, line dance and Ultimate Frisbee. The specific rubric for each skill can be found in Blackboard Learn site.

**COURSE REQUIREMENTS AND POLICIES**

 If you fail to show up for a teaching day, you will receive zero points for that teaching assignment, unless written excuse/verification can be provided. You must communicate with me and your teaching team should an emergency arise on a teaching day.

 Be punctual to class and submit class assignments on time. Assignments and work turned in late will not receive full point value. A two point deduction for each day the work is late will be assessed.

 This class is a combination of lecture, online activities, lab activities, and field observations. It is your responsibility to be appropriately dressed (e.g. tennis shoes when in activity)!! Turn off cell phones etc. before class begins.

 Access class materials, announcements and assignments through <https://learn.unt.edu>. It is the student’s responsibility to regularly check Blackboard Learn as the instructor will regularly post announcements, instructions, and discussion items.

 You are to be a contributing teaching team member to all assignments that require group work. This includes the planning of the lesson, lesson implementation, and written component. DO not expect others to do the work for you.

* Group members should notify me immediately if there are members who are not “pulling their own weight.” Points will be deducted from individual point totals (per assignment) if it is reported that a group member/partner is not doing his/her work in the group or shows up to a teaching assignment without being prepared.

**Academic Dishonesty:**

Cheating will not be tolerated in this class. You are not to receive information from another student or give information to another student during an exam or quiz. You are to use only your memory. Students caught cheating during the exam/quiz will be charged under the University’s Code of Student Conduct. Among other punishments, students found guilty run the risk of having their score changed to a zero, receiving a grade of F for the course, and/or dismissal from the University. Academic dishonesty includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. It is your responsibility to be familiar with the academic dishonesty policy at UNT. Please review the student rights and responsibilities information at the following link: <http://www.unt.edu/policy/UNT_Policy/volume3/18_1_11.html>

**Family Educational Rights and Privacy Act (FERPA Information):**

Students have the right to expect their grades will be kept confidential. There are a few things, because of the size of the size and/or nature of the class, the instructor must advise you of regarding collection and distribution of test results, quiz scores, assignments, projects, etc. During this class it may be necessary for you to pass your assignments forward to the instructor or it may be necessary for the instructor to call your name and then return your completed assignment to you by passing it across the room. The instructor, under the reasonable assumption guidelines, assumes students are collecting ONLY their own materials. Every attempt will be made to keep your information confidential. Neither your course grades nor grades for any individual assignment will be posted in a way that could result in your being identified by other students or faculty members.

Students are required to submit written assignments for this class to Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information. (OPTIONAL: Any paper that is not submitted to Turnitin prior to submission to the instructor will not be accepted by the instructor and will not be graded.) You may be asked to complete and sign an “**Authorization to Release Assignments to Turnitin”** form at the beginning of the class.

**Acceptable Student Behavior:**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).

**SETE (Student Evaluation of Teaching Effectiveness):**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught.  I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. ***A bonus option*** is available at the end of the semester.

**Email etiquette**

1. Do NOT attempt to contact the instructor through Blackboard Learn. Use your UNT email account to send emails to Dr. Gu and course TA (emails send from gmail/yahoo/msn/etc. accounts may get directed to the Junk E-mail box)! The instructor’s e-mail address is xiangli.gu@unt.edu and that is the communication avenue you should use.
2. It is recommended that you put “KINE 3560 [and whatever else is appropriate]” in the subject line of your e-mail communication so that the instructor is aware that this is communication about KINE 3560.
3. Do not send attachments. Attachments get deleted. If for some reason you need to send an attachment, send first an email explaining why, and only send it after the instructor has emailed you back that you can send it.
4. Do not include your UNT-ID number (or Social security number) in any emails!

No questions about grades and/or specifics about exam questions will be answered by email.

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| **Class**  | **DATE** | **TOPIC** | **READINGS** |
| 1 | 08/25 (T) | Introduction to Course, Review syllabus |  |
|  | 08/27 (Th) | Topic 1: Physical Education in Secondary School,  National Standards | Chapter 1 |
| 2 | 09/01(T) | Topic 1: Physical Education in Secondary School,  National Standards Overview of TEKSCreate Groups | Ch1TEKS Handout |
| 3 | 09/03 (Th) | Topic 2: Impact of Physical Activity on Adolescents**Lab Activity1:** Measuring Physical Activity in PE How to design an *Aerobic Lesson* *with Pedometers*  | Ch2 & Ch15**Meet in the GYM PEB 103A** |
| 4 | 09/8 (T) | Topic 2: Impact of Physical Activity on AdolescentsMeasuring Physical Activity in PE How to design an *Aerobic Lesson* with Pedometer  | Chapter 2 & Ch15Lesson Plan Template & NASPE & TEKS Requirements |
| 5 | 09/10 (Th) | **Online Learning Module 1**Topic 3: Designing a Physical Education Program Blackboard LearnOnline quiz will be available from Tues. Sep. 8th to Mon., Sep. 14th midnight. | **No Class****Chapter 3 & 4****Unit 2** |
| 6 | 09/15 (T) | Review Module 1 Quiz Topic 4: Planning for Effective Instruction Improving Instructional Effectiveness | Chapter 5 & 6 |
| 7 | 09/17 (Th) | PE Metrics (NASPE, 2010)**Lab Activity2:** Basketball Lesson & Assessment | PEB Gym 103A*Basketball skill assessment*  |
| 8 | 09/22 (T) | **Exam 1**  | Ch 1-6  |
| 9 | 09/24 (Th) | Topic 5: Teaching StylesSkill Theme Approach to Teaching | Ch8 |
| 10 | 09/29 (T) | Topic 7: Assessment, Evaluation, and GradingPhysical Fitness (FITNESSGRAM) | Ch10 &16Hand out |
| 11 | 10/01 (Th) | Topic 7: Assessment, Evaluation, and GradingPhysical Fitness **Lab Activity 3**: Practice FITNESSGRAM test  | Ch10 &16 &Hand out**PEB Gym 103A** |
| 12 | 10/06 (T) | **Online Learning Module 2**Topic 6: Classroom Management, Discipline and Improving Instruction SystematicallyOnline quiz will be available from Th. Oct. 1st to Wed., Oct. 7th midnight. | **No Class****Chapter 7 & 9****Unit 3 module C** |
| 13 | 10/8 (Th) | Design a PE lesson: **Prepare for #1 Group Lesson Plan (Dance)**Review Module 2 Quiz | TEKSNASPE 2010 PE Metrix –Ch14 |
| 14 | 10/13 (T) | PE Metrics (NASPE, 2010)**Lab Activity4:** Badminton Lesson & Assessment | PEB Gym 103A*Badminton skill assessment* |
| 15 | 10/15 (Th) | **# 1 Group Lesson Plan & Peer Teaching** | PEB Gym 103A*Dance assessment* |
| 16 | 10/20 (T) | **Exam 2** **#1 Group lesson plan due**  | (Chapter 7, 8, 9,10, 15 & Ch16)Submit to Blackboard Learn “Turnitin” |
| 17 | 10/22 (Th) | Design a PE lesson: **Prepare for #2 Group Lesson Plan (Skill theme with pedometers)** | TEKSNASPE 2010 PE Metrix  |
| 18 | 10/27 (T) | **Field observation #1: at middle school** | Meet in the schools |
| 19 | 10/29 (Th) | Overview of #1 field observationPrepare for #2 group teaching lesson planIntroduction of TK20 Assignments  | TTEKSNASPE 2010 PE TK 20 System |
| 20 | 11/03 (T) | **Field observation #2: at middle school** | Meet in the schools |
| 21 | 11/05 (Th) | **# 2 Group Teaching in Middle school** | Meet in the schools |
| 22 | 11/10 (T) | **Online Learning Module 3**Topic 8: Developing a Total Program Online quiz will be available from Th. Nov. 5th to Wed., Nov. 11th midnight. | **No Class****Chapter 11-12****Unit 4** |
| 23 | 11/12 (Th) | Topic 9: Promotion Motivation, Cooperation, and Inclusion Review Module 3 Quiz**#2 Group lesson plan due****#1 &#2 Field Observation Due** | **Ch 18** Submit to Blackboard Learn “Turnitin |
| 24 | 11/17 (T) | Topic 9: Promotion Motivation, Cooperation, and Inclusion **Lab Activity 5:** Ultimate Frisbee Lesson & Assessment | **Ch 18** PEB Gym 103A*Ultimate Frisbee assessment* |
| 25 | 11/19 (Th) | **Online Learning Module 4**Topic 10:Physical Activity, Physical Fitness, and WellnessOnline quiz will be available from T. Nov 17th to Mon., Nov.23rd midnight. | **No Class****Chapter 14-17****Unit 5 Module** B  |
| 26 | 11/24 (T) | Lifestyle Activities **Lab Activity6: Group demonstration****TK20 Assignment Due** | Ch20Submit to Blackboard Learn “Turnitin orTK 20 system |
| 27 | 11/26 (Th) | Thanksgiving Holiday | No class |
| 28 | 12/01 (T) | Adult Fitness Testing-required by TK20 | PEB Gym 103A |
| 29 | 12/03 (Th) | **Exam # 3** | Ch11-20 |

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|  | **Disposition Checklist** | **Acceptable** | **Unacceptable** |
|  Specific behaviors | Class attendance |  |  |
| Class timeliness (tardy, completing work on time) |  |  |
| Class engagement (positive contributions to class discussion and activities, takes notes, answers questions, completes learning activities) |  |  |
| Engages in professional activities outside class such as volunteer coaching, seminars, workshops, certifications and meetings |  |  |
| Respect for learning environment (disruptive behaviors such as talking, sleeping, interrupting) |  |  |
| Attention to the learning environment (inappropriate use of cell phone or electronic devices, reading a book, doing homework, asking a question that was just addressed) |  |  |
| Preparation (read assignments, completes work as assigned) |  |  |
| Class responsibility (accepts responsibility for learning & learning activities) |  |  |
| Professional integrity (does own work versus academic dishonesty and plagiarism) |  |  |
| Professional comportment (dress, posture, attitude) |  |  |
| Reflective (seeks to improve based on feedback) |  |  |
| Evidence-based and open-minded (relies on evidence not opinion, uses evidence to guide thinking) |  |  |
|  Traits or outcomes | Caring (demonstrates empathy, compassion, has rapport with peers) |  |  |
| Humility (aware of needs of others, not ego driven) |  |  |
| Initiative (demonstrates interest in learning) |  |  |
| Authentic (Genuine) |  |  |
|  Professional ability | Professional competence (knows how professional educators behave and demonstrates these behaviors) |  |  |
| Teaching efficacy (belief that students can learn and teaching is noble) |  |  |
| Necessary and sufficient motor skills |  |  |
| Necessary and sufficient physical fitness |  |  |
| Verbal communication is professional and appropriate |  |  |
| Written communication is professional and appropriate |  |  |