



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Instructor Information	
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Division/Department Website	Human Performance

Course Title: PED 117 Team Sports

Course CRN # and Section, Credit Hours: 20433, sec 02; 3 credits,

Semester Taught (including year): Spring 2019

Room Number (if applicable): Carter Center Dance Studio

Course Time (if applicable): TTH 11:00AM-12:15AM

Course Management System (Blackboard/Moodle or other systems):

Click here to enter text.

Hardware/Software Needed (include privacy policies, if applicable):

Word, Powerpoint, Internet Access

Prerequisites:

None.

Text requirements:

THE PHYSICAL EDUCATION ACTIVITY HANDBOOK, 11TH EDITION SCHMOTTLACH, N. AND McMANAMA, J.

Course Description/Rationale:

Students will acquire the basic knowledge, skills, strategy, and safety procedures necessary to participate successfully in recreational, softball, soccer, flag football, basketball, volleyball, as well as others that may be added at the instructor's discretion as a recreational lifetime activity.

Concord University Educational Goal(s) This should address at least one of the areas (skills, knowledge, or attitude) for each course. Similar courses with different sections should have the same goal(s).

National Standards (if applicable) For example, NCTM, IRA, CAEP, etc.:

Educational Goals

The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community.

- The **General Studies** Program provides opportunities to begin developing skills needed to address complex issues, to build a foundational knowledge base for lifelong learning, and to cultivate attitudes that promote personal and societal well-being and experiential enrichment.
- Building on the General Studies program, the baccalaureate degree programs provide opportunities for in-depth study in a student's chosen field(s).
- Building on selected baccalaureate degree programs, the master's degree programs provide opportunities for highly specialized research and professional development.

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse:
 - listening and speaking
 - reading and writing
 - numeracy
 - graphic communication
 - non-verbal communication
 - media and technological literacy
2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem solving.
3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
7. An ability to learn and work effectively both independently and collaboratively.

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

1. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
2. An awareness of the fundamental characteristics and properties of the physical universe.
3. An ability to interpret events and trends within historical contexts.
4. Acquaintance with principles underlying languages, for example, linguistic, mathematical, and computer-language systems.
5. A recognition of the complex interactions between organisms, including human beings, and their environments.
6. An awareness of the aesthetic principles, methods, materials, and media employed in artistic performance and the creation of works of art and literature.
7. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s).

Attitudes: Tendencies conducive to self-knowledge, personal growth and **development**, and responsible citizenship as demonstrated by the following:

1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.
2. Exercise of responsible leadership, including leadership by example, and of responsible followership.
3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.
4. Cultivation of and support for attitudes and practices that foster physical, mental, emotional, and social well-being.
5. Appreciation for the creative process and for the rich diversity of artistic achievement.
6. Commitment to social responsibility, including community service and civic engagement.
7. Motivation to pursue lifelong learning and ongoing intellectual growth.

Learning Outcomes:

- Be able to discuss the historical development of team sports as specified above.
- Be able to interpret, recall, and use the team sports' rules and regulations.
- Be able to describe, recall, and use the equipment, facilities, and safety procedures for participation in the above team sports during tests, class discuss, and game play.
- Be able to describe the health related benefits that a person can gain from participating in team sports.
- Demonstrate the proper courtesies and etiquette for each sport.
- Be able to properly score the sports and activities.
- Develop and perform the fundamental skills of each sport.
- Demonstrate the ability to use proper strategy when participating in the sport.

Course Requirements:

Wear appropriate attire to be active throughout most class periods.

Grading Policy and Scale, Make-up Policy, Late Work:

ASSESSMENTS FOR THIS COURSE:

1. 3 Examinations @ 300 points each300 points
2. Skill performance.....100 points
3. Professionalism/Participation.....100 points

- a. Participation-----33
 - b. Completing Daily Job-----33
 - c. Helping Teammates(Not Complaining/Arguing)---34
- TOTAL.....500 points**

GRADE SCALE

A =500-450 Points

B =449-400 Points

C =399-350 Points

D =349-300 Points

F =299 points and below

HOW DO YOU ACHIEVE THESE OUTCOMES?

You must achieve these outcomes in many ways! First of all, you must participate in/out of class assignments, discussions, projects and other assignments. You will be evaluated on professionalism in this course (which includes attitude, participation, effort, promptness, and respect of yourself, teacher, classmates, students, and school property). You will take tests and complete assignments that will assess your ability in the major outcomes for this course. You will also perform skills associated with the sports discussed.

HOW DO YOU SHOW YOU ARE COMPETENT IN THE DESIRED OUTCOMES?

All through the course and on each major assessment/assignment, the professor will assign the student level of competency (points) based on a rubric/checklist that reflects how well you achieved the outcome. Students’ final grade will be based upon how well you have achieved each individual outcome in the course. The assignments and assessments, both traditional (pencil and paper) and alternative will be designed to enable me (the professor) to evaluate your performance and understanding of the assess outcomes. I have designed this course with assessment “bench marks” for my use and your improvement. You as the student should want to perform at your best ability on all assignments/assessments

ATTENDANCE POLICY:

AT THE UNIVERSITY LEVEL AND AT YOUR CURRENT LEVEL OF LEARNING, YOU ARE EXPECTED TO ATTEND ALL CLASS MEETINGS.

YOU WILL BE ALLOWED THREE (3) ABSENCES FOR THE CLASS. 100 TOTAL POINTS WILL BE DEDUCTED FROM YOUR FINAL POINT TOTAL BEGINNING WITH THE FOURTH (4TH) ABSENCE AND EVERY ABSENCE AFTER THAT. THE POINTS WILL BE DEDUCTED FROM YOUR FINAL POINT TOTAL.

THE THREE (3) ABSENCES CAN AND WILL INCLUDE THE FOLLOWING: CONCORD UNIVERSITY ACTIVITIES, DOCTORS APPOINTMENTS, OTHER MEDICAL EMERGENCIES, FAMILY PROBLEMS, and ALL OTHER REASONS. PLEASE USE YOUR ABSENCE FO EMERGENCIES ONLY. IN OTHER WORDS YOU DO

NOT GET YOUR THREE (3) ABSENCES AND THEN HAVE EXCUSED ABSENCES BY DOCTORS. AN ABSENCE IS AN ABSENCE EXCUSED OR NOT EXCUSED.

IF YOU HAVE A PROBLEM LET ME KNOW IN ADVANCE IF POSSIBLE TO AVOID MAJOR PROBLEMS.

Course Timeline (Schedule of Assignments/Assessments/Presentations):

COURSE OUTLINE

PED 117 Schedule-Spring 2019		
Tuesday	Thursday	
1/15 Introduction, Syllabus Review	1/17 Volleyball	
1/ 22 Volleyball	1/24 Volleyball	
1/29 Volleyball	1/31 Volleyball	
1/29 Basketball	1/31 Basketball	
2/5 Basketball	2/7 Basketball	
2/12 Tchoukball	2/14 Tchoukball	
2/19 Dodgeball	2/21 Dodgeball	
2/26 Ultimate Frisbee	2/28 Ultimate Frisbee	
3/5 Soccer	3/7 Soccer	
3/12 Spring break	3/14 Spring Break	
3/19 Soccer	3/21 Soccer	
3/26 Flag Football	3/28 Flag Football	
4/2 Flag Football	4/4 Flag Football	
4/9 Flag Football	4/11 Kickball	
4/16 Softball	4/18 Softball	
4/23 Softball	4/25 Softball	

This schedule is subject to change due to weather or other issues. Changes will be announced through email, in class, and/or through e-campus.

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellson@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:
<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous:

For example: Sources of Help, Glossary of Terms, and Related Research/Professional Organizations