



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

Name	Dr. Wes Meeteer, PhD
Title	Assistant Professor of Human Performance
Office Location	Carter Center- 301K
Office Hours	MWF—900-1000 R—1045-1245
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Department Website	http://www.concord.edu/human-performance/

Course Title	PED 242 Individual Sports
CRN/Section/Credit Hours	20442/01/3
Semester	Spring 2019
Room #	401 Carter Cneter
Time	MWF 1000-1050 Inclement Weather: 1130-1210
Course Management System	Blackboard
Prerequisites	None
Text	Teaching Cues for Sport Skills For Secondary School Students, 6 th Edition; Fronske, H. A., & Heath, E. M.

Course Description/Rationale:

Students will acquire intermediate knowledge, skills, strategy, and safety procedures necessary to successfully participate in and teach, Archery, Badminton, Bowling, Golf, Frisbee Golf, Shuffle Board, Tennis, Weight Training, and Fitness, as well as other activities that may be added at the instructor's discretion as a recreational lifetime activity.

Concord University Educational Goal(s)

1.2	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.
1.7	An ability to learn and work effectively both independently and collaboratively

Learning Outcomes/Course Objectives

- Demonstrate motor skill competence in INDIVIDUAL sports by utilizing, adapting, and combining skills listed in the content outline during game play as assessed using a skill assessment scoring rubric.

- Demonstrate performance concepts in INDIVIDUAL sports by selecting, executing, and appropriately applying game concepts listed in the content outline during game play as assessed using a performance concept scoring rubric.
- Identify rules, strategies, required equipment, and safety procedures associated with INDIVIDUAL sports by completing 6 multiple choice examinations covering rules, strategies, equipment, and safety.
- Identify the historical and cultural foundations for INDIVIDUAL sports as well as the developmental, psycho-social, community-based and health-related fitness justifications for inclusion of Individual Sports in the public school physical education curriculum by completing 6 multiple choice examinations.
- Analyze the critical elements of INDIVIDUAL sport skills for the purpose of providing appropriate feedback as assessed by skill analysis tests.
- Plan a sequential instructional unit for 2 INDIVIDUAL sports including a) class goals, b) content outline, c) informing tasks, extension tasks and application tasks for each skill, d) critical elements and instructional cues for each skill, e) sport education plan, f) a block time plan for the unit including a scope and sequence for the skills and concepts, g) an assessment plan for the unit, and h) lesson plans for the unit. Teach the assigned Tennis course demonstrating appropriate instructional strategies appropriate to the content as well as effective generic teaching skills
- Fulfill the Concord University Standards of Professionalism Policy while engaged in this course by exhibiting appropriate conduct in the following areas: belief in the learning capacity of all students, activities to enhance professional growth, professional ethics, and respectful communication.

Course Requirements

Wear appropriate attire to be active and teach physical education throughout most class periods.

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

ASSESSMENTS FOR THIS COURSE:

1. 6 Examinations @ 50 pts ea	300 Points
2. 1 Unit Plans @ 100 pts	100 Points
3. 1 Mini Teachings @	50 Points
4. 1 Full Teaching Days @	150 Points
a. Lesson Plans	60 points
b. Teaching	60 points
c. Reflections	30 points
5. 3 Skill Performance 50 pts each.....	150 Points
6. 2 Skill Analysis 50 pts each.....	100 Points
7. Performance Analysis 25 pts each	50 Points
8. Professionalism.....	100 Points
a. Completing Duties.....	20 points
b. Participation	20 points
c. Working with classmates/students.....	30 points
d. <u>Respect for students when teaching.....</u>	<u>30 points</u>
TOTAL.....	1000 Points

GRADE SCALE

A =1000-900 Points

B =899-800 Points

C =799-700 Points

D =699-600 Points

F = 599 points and below

HOW DO YOU ACHIEVE THESE OUTCOMES?

You must achieve these outcomes in many ways! You must participate in 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 or complete detailed assignments that will assess your ability in the major outcomes for this course.

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

All through the course and on each major assessment/assignment, I will assign you a level of competency (points) that I believe reflects how well you achieved the outcome. Your final grade will be based upon how well you have achieved each individual outcome in the course. Your final assessment in this course, as indicated under the outcomes portion of the syllabi, will contain structured questions and/or skill demonstration that will reflect the specific major outcome of this course. This will give you the chance to show/demonstrate a better understanding of the competencies over time.

The assignments or assessments, both traditional (pencil and paper) and alternative will be designed to enable me to evaluate your performance and understanding of the assess outcomes. I have designed this course with assessment “bench marks” for my use. You may be given assignments and/or in/out of class projects in this course that will be assessed by me but not “graded”. You will be given a certain standard to meet on these assessments and the data recorded will show me if you are or (are not) in understanding of the competencies at hand and are ready (or not) to progress to additional competencies. You are entering a field of study that requires you to do more than merely memorize/know material and concepts. You must be able to apply this knowledge and these concepts to the “real world” and make critical decisions as well as perform skills to insure quality safety education and assessment is being delivered. You as the student should want to perform at your best ability on all assignments/assessments to become the best educator you can be.

PHYSICAL EDUCATION 242 UNIT PLANS

A UNIT PLAN WILL BE DEVELOPED for one ACTIVITY. GUIDELINES

1. ASSISGNEMENTS MUST BE TYPED.
(Calibri or Times New Roman Font) (Size 12) (Use Unit and Lesson Plan Format)
2. NEEDS TO BE TURNED IN ON TIME NEET AND IN AN ORDERLY FASHION.
3. NO LATE WORK WILL BE ACCEPTED!!!! {LATE = ZERO (0)}

PHYSICAL EDUCATION 242

LESSON PLANS

ONE LESSON PLAN WILL BE DEVELOPED FOR EACH TIME A PERSON OR GROUP TEACHES. THE LESSON PLAN WILL BE DEVELOPED BY THE ENTIRE GROUP IF A GROUP IS TEACHING. EACH PERSON IN THE GROUP WILL BE REQUIRED TO SIGN THE BOTTOM OF YOUR LESSON PLAN TO ENSURE THAT ALL MEMBERS PARTICIPATED EQUALLY. ONE GRADE WILL BE GIVEN TO THE ENTIRE GROUP FOR EACH LESSON PLAN. YOU ARE REQUIRED TO USE THE LESSON PLAN TEMPLAT GIVEN TO YOU.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

COURSE OUTLINE

PED 242		
Monday	Wednesday	Friday
1/14 Introductions Syllabus Review	1/16 Unit/Lesson Plan Review	1/18 Badminton
1/21 Holiday	1/13 Badminton	1/15 Badminton
1/28 Badminton	1/30 Badminton	2/1 Badminton Performance Analysis Due
2/4 Handball	2/6 Handball	2/8 Handball Unit Plan 1 Due
2/11 Handball	2/13 Handball	2/15 Handball
2/18 Weight Training/Fitness Teaching	2/20 Weight Training/Fitness	2/22 Weight Training/Fitness
2/25 Weight Training/Fitness	2/27 Weight Training/Fitness	2/23 Weight Training/Fitness
3/4 Handball Teaching	3/6 Shuffleboard	3/8 Shuffleboard
3/11 Spring break	3/13 Spring Break	3/15 Spring Break
3/18 Archery Fitness Plans Due	3/20 Archery	3/21 Archery Unit Plan 2 Due
3/25 Golf	3/27 Golf	3/29 Golf
4/1 Golf	4/3 Golf	4/5 Frisbee Golf
4/8 Frisbee Golf	4/10 Frisbee Golf	4/12 Tennis
4/15 Tennis	4/17 Tennis	4/19 Tennis
4/22 Tennis	4/24 Tennis	4/26 Teaching
4/29 Teaching	5/1 Teaching	5/3 Teaching

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.

Part 3:

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 nellison@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.) • Class attendance is **REQUIRED. After three absences, each occurring absence will result in a 10% grade deduction from your final grade.** Be on time.

Tardiness is not professional it shows disrespect towards yourself, your classmates, and your professor. If you miss a teaching experience you will automatically fail that experience plus any other work associated with that teaching experience. If you miss a classmate's teaching experience you will lose 50% of your teaching grade.

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."