



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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Department Website	http://www.concord.edu/human-performance/

Course Title	PED 240 Lifetime Physical Education
CRN/Section/Credit Hours	20443/01/3
Semester	Spring 2019
Room #	401 Carter Center
Time	Independent Study
Course Management System	Blackboard
Prerequisites/	PED 239
Text	Teaching Cues for Sport Skills For Secondary School Students, 6 th Edition; Fronske, H. A., & Heath, E. M.

Course Description/Rationale:

This course is designed to teach TCs how to do and teach the basic movements as it relates to travel, balance, and rotation in the air, on land, and in water. Emphasis will be placed on safety and appropriation of activities for Pre-K-Adult students. This class will also teach TCs about basic outdoor leisure activities that individuals can engage in for a lifetime and how to teach these activities to future students.

Concord University Educational Goal(s)

1.5	An ability to evaluate elements, information, and ideas on the basis of appropriate criteria
1.7	An ability to learn and work effectively both independently and collaboratively
3.1	Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.

National Standards (SHAPE)

Standard 1	Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
Standard 2	Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in SHAPE America's K-12 Standards
Standard 3	Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.
Standard 4	Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
Standard 5	Physical education teacher candidates utilize assessments and reflection to foster student learning and to inform instructional decisions.
Standard 6	Physical Education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Learning Outcomes/Course Objectives

- Demonstrate knowledge in selecting and teaching gymnastic, rhythmic, aquatic and outdoor leisure activities concepts and skills that are age appropriate for K-Adult students.
- Identify, analyze, perform, and teach basic gymnastic, rhythm, aquatic and outdoor leisure activities with age appropriate cues and prompts incorporating movement patterns and balance enhanced skills.
- Devise and implement a variety of assessment teaching situations that encourage student participation in aquatic, gymnastic, rhythm, and outdoor leisure activities.
- Identify NASPE standards that pertain to K-12 movement development in water or on land.
- Participate, identify, and analyze gymnastic, rhythmic, and aquatic activities that encourage developmental stages, of balance, travel, and/or other rotation using body movements.
- Demonstrate confidence and ability to create instructional assessments for evaluating body movement patterns demonstrated in aquatic, gymnastics, rhythmic, and outdoor leisure activities for grades K-12.
- Identify activities that conform to the WV Content standards involving movement, activity, and motor skill development.
- Present and demonstrate safety spotting techniques used in basic stunt and tumbling activities.
- Demonstrate a basic understanding of the basic swim skills needed to advance from beginner swimmer as defined by the American Red Cross through scores and tests and performance in skill related activities.
- Demonstrate proper knowledge through testing that would allow the learners to acquire swim certifications for basic safety and self development.

- Identify developmental, psycho-social, community-based and health-related fitness justifications for inclusion of Educational Gymnastics, Rhythm, Aquatics, and Outdoor Leisure activities in the public school physical education curriculum by completing a justification proposal for a school district.
- Develop lesson plans to enhance the acquisition of Educational Gymnastics, Rhythm, Aquatic, and outdoor leisure skills for the assigned teaching course for pair and group teaching.

Course Requirements

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

Out-of-class assignments: there will be a number of homework assignments throughout the semester. The point value of the assignments will vary. Assignments include unit plans, lesson plans, portfolio, and readings.

Presentations/Lessons: various teaching opportunities (either group or individual) will be taking place throughout the course of the semester. The point scale for these teaching opportunities will vary, but **time/effort** should be spent on these because these will make up the **majority of your grade**.

Professionalism: Students will be evaluated on their professionalism throughout the course using a professionalism rubric. Students' demeanor, participation, readiness, preparation, interactions, cooperation, and attitudes make up the professionalism grade. The rubric can be found on the syllabus.

PHYSICAL EDUCATION UNIT & LESSON PLANS

A UNIT PLAN WILL BE DEVELOPED FOR AN ACTIVITY.

ASSIGNMENT GUIDELINES

1. ASSIGNMENTS MUST BE TYPED.
(Use Unit and Lesson Plan Format)
2. NEEDS TO BE TURNED IN ON TIME NET AND IN AN ORDERLY FASHION.
STAPLED
3. NO LATE WORK WILL BE ACCEPTED!!!! {LATE = ZERO (0)}

Absence from Teaching Experience or Presentation

*Missing a **TEACHING EXPERIENCE** will result in an automatic failure for that experience and a reduction of your grade by a full letter (Ex: Final grade of an A would be reduced to a B plus you would receive a "0" on your teaching).*

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

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

<u>Evaluation Procedures</u>		
A = 100-90%	Outstanding Performance	1000-900 points
B = 89-80%	Above Average	899-800 points
C = 79-70%	Average	799-700 points
D = 69-60%	Below Average	699-600 points
F = 59-0%	Unacceptable	599-0 points

<u>Grading Policy</u>			
<u>Assignments</u>	<u>Number Of Assignments</u>	<u>Points Per Assignment</u>	<u>Total Points</u>
Tests	4	100	400
Group Unit Plan	1	50	50
Lesson Plans (Group/Individual)	2	50	100
Teaching	2	50	100
Personal Reflections	2	25	50
Skill Performance	2	50	100
Skill Analysis	2	50	100
Group Gymnastics Routine	1	50	50
Professionalism	1	50	50
Total			1000

HOW DO YOU ACHIEVE THESE OUTCOMES?

You must achieve these outcomes in many ways! First of all, 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) based on rubrics 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 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.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

PED 240 Schedule		
Monday	Wednesday	Friday
Introductions	Pre-Test	Introduction to Outdoor Leisure Activities
Outdoor Leisure Pursuits	Outdoor Leisure Pursuits	Outdoor Leisure Pursuits
Outdoor Leisure Pursuits	Outdoor Leisure Pursuits	Outdoor Leisure Pursuits
Outdoor Leisure Pursuits	Outdoor Leisure Pursuits	Outdoor Leisure Pursuits
Outdoor Leisure Pursuits	Outdoor Leisure Pursuits	Outdoor Leisure Pursuits
Gymnastics	Gymnastics	Gymnastics
Teaching	Teaching	Teaching
Swimming	Swimming	Swimming
Rhythm	Rhythm	Rhythm
Rhythm	Rhythm	Rhythm
Rhythm	Rhythm	Rhythm
Teaching	Teaching	Teaching
Final Exams	Final Exams	Final Exams

******This is a tentative schedule and is subject to change. Any changes will be announced in class, on campus, and/or through email. ******

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 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.) • Class attendance is **REQUIRED. After two absences, each occurring absence will result in a 5% grade deduction from your final grade.** Be on time. Tardiness is not professional!

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."