



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/>).

Course Prefix, Number and Title: PED 239 Physical Education Pedagogy

Course CRN # and Section: 20449/01

Semester Taught (including year): Spring 2019

Professor: Mike Miller, EdD

Credit Hours: 3

Office Location: 301K Carter Center

Prerequisites: None
9:00-10:00

Office Hours: M/W 8:00-10:00/T/Th

Course Time (if applicable): T/Th 11:00-12:15

Email: millerwm@concord.edu

Building and Room Number (if applicable):

Phone: 304-384-6299

Office Fax: 304-384-5117

College/Department Website:

<https://www.concord.edu/hpat/>

Course Description/Rationale: The study of pedagogical teaching skills to be used in the Pre K-Adult curricula, emphasizing the teaching process.

Course Management System Blackboard

Hardware/Software Needed

Text requirements: Teaching Physical Education for Learning , 6th Edition, Rink, J. E.; McGraw-Hill Publishing

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
3.2	Exercise of responsible leadership, including leadership by example, and of responsible followership.

National Standards (NASPE)

1.a	Describe and apply common content knowledge for teaching preK-12 physical education.
2.b	Achieve and maintain a health-enhancing level of fitness throughout the program.

Specific Learning Outcomes

The student will:

1. Recognize and describe the important pedagogical skills that are thought to comprise effective physical education teaching and the context in which these skills are (are not) effective.
2. Critically analyze, observe and reflect on the process of teaching and learning in physical activity settings.
3. Create and use appropriate objectives, tasks, cues and challenges for the variety of subjects taught in physical education.
4. Demonstrate and use protocols for creating a positive learning environment and critically discuss effective strategies for dealing with off-task behavior and discipline problems.
5. Employ teaching skills such as intra-task motivation and intra-task variation to accommodate learner differences and interests.
6. Recognize and respect student differences, interests and sensitivities when teaching.
7. Correctly employ systematic observation to accurately describe the use of a variety of teaching skills.
8. Demonstrate various combinations of teaching skills to criterion levels in videotaped micro-teaching settings.
9. Effectively combine pre-active and post-active skills such as planning and student assessment with the actual lessons taught.
10. Realistically and accurately reflect on the teaching process and the role as teacher.
11. Describe and analyze the relationships between physical education teaching and motor skill learning, and student motivation.

12. Describe and analyze the relationships between effective teaching and student motivation.

13. Describe and demonstrate teaching strategies typically employed in teaching physical education such as stations, task sheets, and convergent and divergent thinking and describe their impact on students of varying skills levels and learner preferences.

13. Describe and demonstrate effective teaching strategies used in direct and indirect instruction (i.e. convergent and divergent problem solving).

14. Analyze a variety of ways that teachers continue to improve and learn throughout a career.

15. Demonstrate strategies for building positive feelings in students

16. Describe techniques for observing and analyzing students in a physical education class.

Course Requirements

Quizzes (10 points)

Before covering each unit, there will be a written 5 question quiz. You will have five minutes to answer five questions of your choice. Each quiz will be worth 10 points (Total of 10 Quizzes)

If you are absent the day of the quiz, it is your responsibility to take the quiz the following class period before class. You must also have completed the accompanying study guide in order to make up a quiz.

Teaching Skills Labs (Varying Point Values)

There will be weekly lab activities requiring you, in most instances, to demonstrate or analyze various teaching components. This will typically be done in role playing and micro-teaching scenarios.

WVUTES Quiz

I will describe this in class.

Final Exam (50 points)

The final exam will be based on the study guide questions for each chapter. Mastery of the study guide questions will ensure a solid performance on the exam.

Other Assignments

There may be additional assignments added as the semester progresses.

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

GRADING: The grading for this course will be based on a ten-point scale.

90-100 A

80-89 B

70-79 C

60-69 D

0-59 F

- Each student is responsible for tracking his or her grades throughout the semester.
- Late work is not accepted. Once quizzes/tests have been handed back, they can no longer be made up. Teaching labs cannot be made up.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

1	Introduction to Class Syllabus	WVUTES Definitions
2	Chapter 1 Quiz Chapter 1 Lecture	In-class Lab Characteristics of a Quality Teacher Video "Teaching PE Lesson"
3	Chapter 2 Quiz Chapter 2 Lecture	Gym I Teaching Lab
4	Chapter 3 Quiz Chapter 3 Lecture	Gym I Teaching Lab
5	Chapter 4 Quiz Chapter 4 Lecture	Gym I Teaching Lab
6	Chapter 5 Quiz Chapter 5 Lecture	Gym I Teaching Lab
7	Chapter 6 Quiz Chapter 6 Lecture	Gym I Teaching Lab
8	Chapter 7 Quiz Chapter 7 Lecture	Cooperative Games Lab
9	Spring Break	Spring Break
10	Chapter 8 Quiz	Gym I Teaching Lab

	Chapter 8 Lecture	
11	Chapter 9 Quiz Chapter 9 Lecture	Gym I Teaching Lab
12	Chapter 10 Quiz Chapter 10 Lecture	Final Lesson Discussion
13	No Class	WVUTES EXAM
14	Sample Lesson (Ultimate Frisbee)	Final Lessons
15	Final Lessons	Final Lessons
16	Final Lessons	Final Lessons

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.)

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.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

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):