



SUL ROSS STATE UNIVERSITY



Department of Kinesiology
and Human Performance
Spring 2018

PE 2303– Activities for Children

TTR - 11:00 am – 12:15 pm

Graves Pierce Complex – RM 105

Instructor: Jim Hector, Ed.D.

This syllabi is subject to revision. Please check Blackboard for updates.

Office #: GPC 202A

Phone: (432) 837-8213

Office Hrs: Monday and Wednesday 11:00 – 12:00 and 1:30 – 4:00 pm

Tuesday and Thursday 1:30 – 4:00 pm

and By Appointment

Email: jhector@sulross.edu

Course Description: This course is for a physical education, elementary education undergraduate student who is seeking a certification. The course provides a broad range of experiences and assessment in order to help prepare students with work with Physical education in the elementary school. The course aims to provide a background in elementary physical education as well as a laboratory experiences and practical training through field experiences.

Recommended Text: NO REQUIRED TEXT. MATERIAL WILL BE PRESENTED FROM THE FOLLOWING SOURCE:

Rovegno, I., and Bandhauer, D. (2017) Elementary Physical Education: Curriculum and Instruction. Jones & Bartlett Learning. Second Edition.

ISBN-13: 978-1284077988

ISBN-10: 1284077985

Student Objectives: At the conclusion of the course a student will be able to:

- A. Applies knowledge of principles and techniques for selecting, adapting, and modifying sports activities to improve performance, promote the use of combinations of motor skills, and provide practice in specific sports skills in game like situations.
- B. Applies knowledge of principles and procedures for selecting, adapting, and modifying activities and games based on student characteristics, instructional goals, skill levels, range of individual variation, and exceptional needs.
- C. Knows how to create, modify, and adapt physical education activities, games, rules, equipment, and settings to ensure that all students have an equal opportunity to participate, learn, be successful, and enjoy physical activity.
- D. Applies knowledge of principles and techniques for evaluating the effectiveness of the physical education program and for adapting and modifying practices and

programs based on reflection, assessment data, observation of students, and program evaluation results.

- E. Demonstrates knowledge of state and federal laws and guidelines regarding student rights and teacher responsibilities in physical education contexts (e.g., in relation to gender equality, inclusion, and privacy).

Student Learning Outcomes:

The students will know how to:

- use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.
- apply principles of motor development and motor learning.
- use factors relevant to learning and performance in physical education and use this knowledge to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).

Texas Education Agency Standards

Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Standard VI: The physical education teacher uses effective, development appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Style of Teaching: The objectives of this course will be met through an integrated teaching style that will include lecture, discussion, and presentations. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class. This is a face-to-face and blackboard course. No assignments shall be accepted via email and **all** assignments shall be either turned in on blackboard or during class.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

SRSU Disability Services:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services and activities. Students seeking disability services need to contact the Disability Services Coordinator Mary Schwartz, M.Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. . The mailing address is PO Box C-171, Sul Ross State University, Alpine, Texas 79832. The telephone is 432-837-8178; fax is 432-837-8724.

Academic Integrity:

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Meaningful and pertinent participation is required.

- 1 Examples of academic dishonesty include, but are not limited to:
 - o Turning in work as original that was used in whole for another course and/or professor;
 - o Turning in another person's work as one's own;
 - o Copying from professional works or internet sites without citation.

Any of these offenses will result in a zero for the assignment with no option to redo for credit

General Responsibilities: Attendance: Classroom attendance and participation is a requirement. In accordance with the University catalog, a student with excessive (unexcused) absences will be dropped from the course. Six absences for a Tuesday-Thursday course is considered excessive. Continued tardiness is undesirable and is also grounds for a student to be dropped from the course (three tardies will equal one absence). **Excused absences must be made up within one week of the absence by submitting on blackboard a two-paged double spaced type-written abstract on the material of the day missed. Students should contact instructor the day after returning to class for the writing assignment.**

Course Requirements: Classroom attendance is required. Appropriate dress and classroom decorum is expected. It is the responsibility of the student to notify my office before, or immediately after, the absence if it is to be excused. There will be homework assignments during the semester. One major homework assignment will be a project involving testing and data analysis. There will also be several short quizzes and classroom assignments during the semester. All of the short quizzes and assignments will be worth a total of 500 points. Daily work and participation is worth 25 points. Three major exams will be given during the semester, one of which will be the final. The final exam will be worth 100 points and the other two exams will be worth 100 points each.

Cell phone policy: The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Grading:

1000 total points possible

- Mid-Term Exam = 100 points
- Final Exam = 100 points
- In-Class Activities (30 @ 20 points each) = 600 pts.
- Group Presentations = 100 points
- Outside Assignment = 50 points
- Writing Assignment = 50 points

900 – 1000 points = A

800 – 899 points = B

700 – 799 points = C

600 – 699 = D

F < 600

Tentative Course Outline

*This schedule is subject to revision. Please check Black Board for updates.
REVIEW ALL DUE DATES. TOPICS WILL NOT BE AVAILABLE AFTER DUE DATES*

Dates	Topic
<i>Tuesday, August 28</i>	<i>Orientation</i>
<i>Thursday, August 30</i>	<i>TEKS</i>
<i>Tuesday, Sept. 4</i>	<i>TEKS</i>
<i>Thursday, Sept. 6</i>	<i>Lesson Plans</i>
<i>Tuesday, Sept. 11</i>	<i>Curriculum Instruction</i>
<i>Thursday, Sept. 13</i>	<i>Curriculum Instruction</i>
<i>Tuesday, Sept. 18</i>	<i>Curriculum Instruction</i>
<i>Thursday, Sept. 20</i>	<i>Curriculum Instruction</i>
<i>Tuesday, Sept. 25</i>	<i>Health Related Physical Activity</i>
<i>Thursday, Sept. 27</i>	<i>Health Related Physical Activity</i>
<i>Tuesday, Oct. 2</i>	<i>Health Related Physical Activity</i>
<i>Thursday, Oct. 4</i>	<i>Educational Games</i>

<i>Tuesday, Oct. 9</i>	<i>Educational Games</i>
<i>Thursday, Oct. 11</i>	<i>Educational Games</i>
<i>Tuesday, Oct. 16</i>	<i>Educational Gymnastics</i>
<i>Thursday, Oct. 18</i>	<i>Educational Gymnastics</i>
<i>Tuesday, Oct. 23</i>	<i>Educational Gymnastics</i>
<i>Thursday, Oct. 25</i>	<i>Educational Dance</i>
<i>Tuesday, Oct. 30</i>	<i>Educational Dance</i>
<i>Thursday, Nov. 1</i>	<i>Educational Dance</i>
<i>Tuesday, Nov. 6</i>	<i>Working in Schools</i>
<i>Thursday, Nov. 8</i>	<i>Working in Schools</i>
<i>Tuesday, Nov. 13</i>	<i>Working in Schools</i>
<i>Thursday, Nov. 15</i>	<i>Presentations</i>
<i>Tuesday, Nov. 20</i>	<i>Presentations</i>
<i>Thursday, Nov. 15</i>	<i>THANKSGIVING</i>
<i>Tuesday, Nov. 27</i>	<i>Presentations</i>
<i>Thursday, Nov. 29</i>	<i>Presentations</i>
<i>Tuesday, Dec. 4</i>	<i>Presentations</i>
<i>To be announced</i>	<i>FINAL EXAM</i>