

***Sul Ross State University***  
***SYLLABUS***  
**PE – 2303 – Activities for Children**  
**T/TH 11:00 – 12:15 PM**

**Graves Peirce – Room 106**

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**Instructor: Jim Hector, Ed.D.**

**Office: GPC 102**

**Phone: Office: 432-837- Kines office:432-837-8120 Email: [jhector@sulross.edu](mailto:jhector@sulross.edu)**

**Office Hours: Mon – Thurs 1:00 – 3:00 PM & TWTh**

**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 laboratory experiences and practical training through field experiences.

**Text:** eBook: Rink, Teaching Physical Education for Learning, 8 edition

**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 III: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation and social skills through participation in physical activities.

Standard IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social and emotional development.

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.

Standard VII: The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social and emotional development in physical education contexts.

Standard X: The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid and risk management.

## **Texas Education Agency Competency:**

Competency 004 (Physical Education): The teacher uses knowledge of the concepts, principles, skills and practices of physical education to plan and implement effective and engaging physical education instruction.

**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 distance ed course. No assignments shall be accepted via email and **all** assignments shall be either turned in on blackboard or during class.

## **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.

Examples of academic dishonesty include, but are not limited to: 1)Turning in work as original that was used in whole for another course and/or professor; 2)Turning in another person's work as one's own; 3)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. No make-up activities will be available. Daily Participation will be graded. Students must be involved in activity, discussion, and group work. If a student has perfect attendance at the end of the semester, they may be exempted from the final exam. If you are experiencing Covid related symptoms, please attend class through the Zoom link.

## **Marketable Skills –**

Career Management – Students will gain the knowledge to create and implement lesson plans for EC – 12 Physical Education, which includes knowledge of TEKs, accommodations, behavioral management, procedures, and objectives.

**Cell phone policy:**

The use of cell phones, smart phones, computers or other mobile communication devices disruptive, and is therefore prohibited during class. Except in emergencies, please step out of the classroom.

**Students with Special Needs:**

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student’s responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

<b>Grading:</b> see below for description		<b>Grading Scale</b>	
McGraw Hill eBook readings =	300 points	1080 - 1200	A
Quizzes =	200 points	960 - 1079	B
Mid-term project =	150 points	840 - 959	C
Daily participation =	300 points	720 - 839	D
Final project =	150 points	< 719	F
Final Exam =	100 points		
Total points available =	<b>1,200 points</b>		

**EVALUATION PROCEDURES:**

- ✓ **McGraw Hill eBook readings (12 @ 25 points each) = 300 points**
  - See due dates in schedule below or Blackboard.
- ✓ **Quizzes (4 total @ 50 pts each) = 200 points**
  - Will be completed through eBook text.
  - See due dates in schedule below or Blackboard.
- ✓ **Mid-Term Project = 150 points** – find rubric on Blackboard
  - Day lesson plan – includes focus on TEKS, Texas Standards, Competencies and objectives.
  - 10 points taken away per every day late – turn in through Blackboard.
  - Due **Wednesday, Oct. 20th.**
- ✓ **Daily Participation (in class or Zoom) = 300 points**
  - All students are expected to complete daily activities during class or online.
- ✓ **Final Project = 150 points** – find rubric on Blackboard
  - 100 pts - Folder w/ 10 PE activities – includes focus on TEKS and objectives. & 50 pts Fast teach of ONE activity of choice.
  - 10 points taken away every day late – turn in through Blackboard.
  - Due **Monday, November 22nd.**
- ✓ **Final Exam = 100 points**
  - Completed through McGraw Hill eBook.
  - Final Exam available December 3rd – December 8<sup>th</sup>.

✓ **Tentative Course Outline**

*This schedule is subject to revision. Please check Blackboard for updates.*

**REVIEW ALL DUE DATES. TOPICS WILL NOT BE AVAILABLE AFTER DUE DATES**

**DROP POLICY:** Access information regarding schedule changes

at: <http://www.sulross.edu/page/967/schedule-changes-withdrawals>

Day	Topic	Assignment Due
8/23 – 8/25	Syllabus/ Introductions	eBook reading Ch 1 due 8/30
8/30 – 9/1	Discuss: What's your purpose as a PE teacher? & Skill themes	eBook reading Ch 2 due 9/6
9/6 – 9/8	Discuss: Lesson Planning	eBook reading Ch 3 due 9/13
9/14- 9/16	Discuss: TEKS & Assessments	eBook reading Ch 4 due 9/20
9/20 – 9/22	Discuss: Objectives/ Standards	eBook reading Ch 5 due 9/27
9/27 – 9/29	Discuss: Procedures	eBook reading Ch 6 due 10/4
10/4 – 10/6	Discuss: Environment & behaviour management	eBook reading Ch 7 due 10/11
10/11 – 10/13		eBook reading Ch 8 due 10/14
10/18 -10/20	Discuss: Instructional approaches & adaptive PE	<b>Midterm Project due 10/20</b> – Blackboard eBook reading 9 due 10/25
10/25 – 10/27	Discuss: Physical Ed. Competency (004) breakdown	eBook reading Ch 10 due 11/2
11/1 – 11/3	Discuss: Review standards/ Activities	eBook reading Ch 11 due 11/8
11/8 – 11/10	Discuss: Fast teach	eBook reading Ch 12 due 11/15
11/15 – 11/18	Discuss: Fast teach -- in class students	EBook reading Ch 13 <b>11/21</b>
11/22 – 11/24	THANKSGIVING BREAK	<b>Final Project due 11/22</b> - Blackboard
12/3– 12/8	FINAL EXAM AVAILABLE 12/3	eBook <b>Final Exam due 12/8</b>

## **Zoom Etiquette for Classes**

**1. Join the meeting early** – Show your respect for the other meeting attendees, join a Zoom meeting up to five (5) minutes before it is scheduled to start.

**2. Dress appropriately** – One of the magical things about working remotely is the freedom to wear anything to work. It's the dream, right? Still, there is no reason to show your fellow students your PJs and bedhead. Take a few minutes to throw on a clean shirt and pants and brush your hair. The best part of actually getting ready while attending class remotely is that you will put yourself in the right headspace to be productive.

**3. Be aware of your surroundings** – Your fellow students will not be able to hear your ideas or take you seriously when there is a pile of dirty clothes in the corner behind you. You also want to avoid looking like you work from the inside of a cave because of bad lighting. Adjust your work setup so that you face a window or are exposed to plenty of light. And make sure your background is professional and work appropriate. This means:

- No beds (unmade or made) in the background
- No messy rooms or open closets where everyone can see your clutter
- No NSFW artwork
- While kids and pets are adorable (and a much needed distraction when you're feeling overwhelmed), your fellow students will not love having to talk over a screaming child or barking dog. So, be mindful of noise.

**4. Mute your microphone when you are not talking** – There is nothing more frustrating than hearing that alien echo noise from conflicting microphones. Save everyone from the ear-splitting madness by joining the meeting while on mute. Unless you live alone, your house is probably pretty noisy these days. Muting your microphone when you're not speaking gives other participants the ability to chime in and share their thoughts without distraction or frustration.

**5. Have your camera turned on** – Remember to look into the camera when talking instead of looking at yourself. If you are looking at yourself on the screen while you are talking, it will seem like your attention is elsewhere. Direct eye contact into the camera while speaking gives attendees the impression that you are looking at them rather than off to the side, which creates an environment where everyone feels engaged and present in the conversation. Again, as much as possible, position your web camera and monitor at eye level so you can look into the camera and simulate that eye-to-eye connection with other attendees. If you are sharing a screen to discuss a report, chart, worksheet, etc., try to place the image on your screen close to your webcam, this will help your eyes align with the camera.

**6. Speak up** – Don't be afraid to project your voice. Your classmates will appreciate being able to hear you without having to strain their ears or turn their volume all the way up.

**7. No food allowed** – Try to eat a snack before your virtual class. No one wants to see you stuff your face with chips while discussing course work. Not only is it distracting to others, you will not be able to focus on the task at hand because you will be worrying about dropping crumbs all over your keyboard.

**8. Stay seated and stay present** – It may be tempting to check your inbox or carry on a side conversation during a dull moment in a meeting, but don't do it. You might miss out on key information or an opportunity to give input. If you are using your webcam, use attentive body language: sit up straight, do not make big extraneous movements, and do not let your eyes wander too much.