

Sul Ross State University
SYLLABUS
KINE – 3313 – Principles of Elementary PE & Health
Online Course

Instructor: Katie Hector, M.Ed. **Email:** khec9822@sulross.edu **Kines office:**432-837-8120

Office Hours: TBD - currently email to schedule a phone call. Will update office hours when sitter has been established.

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.

Text: *Teaching Physical Education for Learning 8e* by Judith Rink

- access through Connect | McGraw Hill :

https://connect.mheducation.com/class/k-hector-2022_fall_kine_3313

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 lectures (videos will be available some weeks), discussions on Blackboard, and feedback on assignments. Students will be encouraged to remain actively involved in class discussions, which includes submitting assignments and reading and responding to classmates and/or reaching out to the instructor with any questions or concerns through email or scheduled phone call, and will be responsible for reading all assigned material for this class.

General Responsibilities: "Classroom" participation is required. Discussion between classmates is required in order to pass this class. If you submit all work but do not interact with classmates, you will have the risk of being dropped from the class.

Marketable Skills –

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

Grading: see below for description		Grading Scale	
Blackboard Discussion =	250 points	900<	A
Quizzes =	200 points	899 - 800	B
Assignments=	300 points	799 - 700	C
Journals =	50 points	699 -600	D
Mid-term project =	100 points	< 599	F
Final project =	150 points		
Total points available =	1,000 points		

EVALUATION PROCEDURES:

❖ Blackboard Discussion Participation (5 @ 50 points) = 200 points

> All students are expected to answer discussion questions and interact with their classmates by replying to at least 2 classmates.

> Full sentences and proper grammar is required, as well as in depth conversations of the subject material. Part of your grade is based on the depth of your conversation presented and with classmates.

❖ Quizzes (3 total @ 50 pts each) = 200 points

> Will be completed through eBook text *Teaching Physical Education for Learning*.

❖ Assignments (3 total @ 100 pts each) = 300 points

> Will be submitted through the Blackboard platform.

❖ Journal (1 total @ 50 pts) = 50 points

> Because this is an online class, this journal allows me to get your feedback during the middle of the semester on how you are doing, areas you might want extra information, or any other concerns.

> Will be submitted through the Blackboard platform.

❖ Mid-Term Project = 100 points

> Will find the rubric on Blackboard - I will send notification when available to view.

❖ Final Project = 150 points

> Will find the rubric on Blackboard - I will send notification when available to view.

FIND ALL DUE DATES IN SCHEDULE BELOW OR BLACKBOARD

Tentative Course Outline

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

WEEK	ACTIVITY	POINTS	NOTES	DUE DATE:
1	Discussion 1	50	Video / Self Introduction	Aug. 26 & Aug 28
2	Quiz 1	50	Chapters 2	Sept. 4
3	Assignment 1	100	PE Video Lesson	Sept. 11
4	Discussion 2	50	Chapters 3-4	Sept. 16 & Sept. 18
5	Quiz 2	50	Chapter 6	Sept. 25
6	Assignment 2	50	TEKS/Ancillary Resource	Oct. 2
7	Journal	50	CHECK IN	Oct. 9
8	Midterm Project	100	Video Comparison	Oct. 16
9	Discussion 3	50	Health/Ancillary Resource	Oct. 21 & Oct. 23
10	Assignment 3	100	Health/TEKS	Oct. 30
11	Discussion 4	50	Chapter 9	Nov.4 & Nov. 6
12	Discussion 5	50	Chapters 10	Nov. 11 & Nov. 13
13	Quiz 3	50	Chapter	Nov. 20
14	Discussion 6	50	P2P/ Law	Nov. 27
15	Final Project*	100	Create Lesson	SUNDAY - Dec. 4
16	Peer Review*	50	Respond to 3 of your classmates	WEDNESDAY - Dec. 7
	TOTAL POINTS	1000		

***Week 15 & 16 are considered your FINAL. Make sure you watch the dates/days because they are not the typical due date schedule.**

ADA Statement

SRSU Disability Services. 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 each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Mary Schwartz, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine, Texas, 79832.

Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located in the student handbook.

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 appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing

politically sensitive issues.

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 accommodation.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.