

**Eastern Illinois University**  
**Kinesiology and Sports Studies**  
**KSS 3401 – Methods of Teaching Elementary Physical Education**  
**Spring 2013**

Instructor: Scott Ronspies, Ph.D.  
Office: McAfee 2002  
Phone: 581-7291  
Office Hours: M-R 11:00am-12:00pm; by appointment  
Email: [sronspies@eiu.edu](mailto:sronspies@eiu.edu)

**Course Description:**

Methods of Teaching Physical Education (3-2-4). Techniques and methods of teaching students at the elementary physical education level.

**Prerequisites:**

EDP 3331 and SED 3330; for ASEP students, SED 3000 and 3100; for Middle Level Education majors, MLE 3110.

**Required Text:**

Graham, G., Holt/Hale, S.A., & Parker, M. (2010). *Children Moving – A reflective approach to teaching physical education*. (8th ed.) Burr Ridge, IL. McGraw Hill.

Materials posted on D2L; Live Text Subscription

**CEPS Theme:**

The Unit Theme is: Educator as Creator of Effective Educational Environments through knowledge of:

- Diverse students
- Diverse Societies/Communities
- Diverse Subjects Areas and Levels
- Diverse Strategies
- Diverse Technologies

**Support of Conceptual Framework:**

Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the unit theme. Educators who create effective educational environments demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism. They are educators who are committed to teaching for learning in positive and effective learning environments with sound knowledge of diverse students, societies, subjects and levels, strategies, and technologies.

### **Methods of Course Instruction:**

Lecture, small group work, group discussions, pre-service teaching experiences, seminar discussions linked to field-based teaching experiences.

### **Learning Outcomes/Objectives:**

After completing this course, the student should be able to:

- Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning. (NASPE 1.1)
- Describe performance concepts and strategies related to skillful movement and physical activity. (NASPE 1.3)
- Demonstrate knowledge of approved state and national content standards, and local program goals. (NASPE 1.6)
- Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains. (NASPE 2.1)
- Understand the biological, psychological, sociological, experiential, and environmental factors that influence developmental readiness to learn and refine movement skills. (NASPE 2.2)
- Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task. (NASPE 2.3)
- Use managerial routines that create smoothly functioning learning experiences. (NASPE 4.1)
- Organize, allocate, and manage resources to provide active and equitable learning experiences. (NASPE 4.2)
- Use a variety of developmentally appropriate practices to motivate school age students to participate in physical activity inside and outside of school. (NASPE 4.3)
- Use strategies to help students demonstrate responsible behaviors that promote positive relationships and a productive learning environment. (NASPE 4.4)
- Describe and demonstrate effective communications skills (NASPE 5.1)
- Communicate in ways that demonstrate sensitivity to all students. (NASPE 5.3)
- Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance. (NASPE 6.9)
- TBA NASPE Standards (6.1-6.8)
- Use a reflective cycle involving description, justification, and critique of teaching performance, and set teaching goals, and implement change as a result of reflection. (NASPE 8.1)
- Use available resources to develop as a professional. (NASPE 8.2)
- Construct a plan for continued professional growth based on the assessment of personal teaching performance. (NASPE 8.3)

**Attendance/Tardiness Policy:**

To prepare students for a career in teaching physical education, students are required to attend all scheduled classes/teachings. This expectation aligns with the EIU teacher education dispositions. If an absence/tardiness does occur, the student is responsible for the material covered during the absence/tardiness. The student should notify the instructor in advance of an anticipated absence/tardiness. For each absence or each tardy in this course, a letter grade deduction will occur. Extenuating circumstances will be assessed on an individual basis. **THINK LIKE A TEACHER!!!!**

**Policy for late assignments:**

Assignments turned in after the due date for this course will not be accepted.

**Grades:**

The final grade is based on the total points earned divided by the total points possible, and the resulting percentage score is converted to the following grades:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
< 60%	=	F

**Assignments/Assessments & Evaluation:**

Work Sample	60%
Final Exit Interview	25%
Bulletin Board Assignment	5%
Group/Peer Evaluations	10%

**Live Text:**

A subscription to LiveText is required for the course. **Students who do not successfully complete the required performance assessments submitted to LiveText will earn a failing grade for the course.**

**EIU's Policies:**

EIU's policies and recommendations for academic misconduct will be followed.

**Electronic Devices:**

Please extend courtesy to your instructor and fellow students by turning your cell phones to silent/vibrate and turning off other electronic devices. Usage of electronic devices during class/teachings without prior notification will result in a letter grade deduction for each instance. Thank you for your cooperation!!

**Disability Statement:**

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (217-581-6583).

**Student Success Center:**

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9<sup>th</sup> Street Hall, Room 1302.

**Turnitin:**

Eastern Illinois University acknowledges the use of Turnitin as a learning and evaluation tool. The goal is to provide students with the necessary skills and knowledge to successfully and properly cite references while composing original and authentic written works for classes and professional publications. Materials completed for this course will be submitted to Turnitin for authenticity of original work.