

**Kinesiology and Sports Studies**  
**PED 3400 – Methods of Teaching Secondary Physical Education**

Instructor: Dr. Kevin Hussey      Office: 1010 McAfee  
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Course Text: Darst, P. & Pangrazi, R. (2009). Dynamic Physical Education for Secondary School Students (6<sup>th</sup> ed.). Pearson Benjamin Cummings, San Francisco, CA

Catalog Description – Methods of Teaching Physical Education (3-2-4). Techniques and methods of teaching students in the area of physical education. Thirty clock hours minimum of pre-clinical experience required. Prerequisites: EDP 3331 and SED 3330; for ASEP students, SED 3000 and 3100; for Middle Level Education majors, MLE 3110.

CEPS Theme:

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

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

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

- Demonstrate a working knowledge of being a professional educator committed to serving the community, school and students.
- Develop teaching plans based on goals and objectives matched to state and national standards.
- Identify the qualities, responsibilities, major problems of teaching as well as varied teaching styles.
- Know and apply effective techniques and methods of teaching.
- Demonstrate effective classroom management skills.
- Identify selective methods and materials for evaluating student achievement.
- Develop a unit plan for a secondary physical education setting.

Note: The emphasis in this course will be on secondary physical education as elementary with PED 3401 as the primary focus for elementary physical education.

Attendance Policy: Students are required to attend all scheduled classes. When an absence does occur, the student is responsible for the material covered during the absence. When possible, the student should notify the instructor in advance of an anticipated absence.

Properly verified absences due to **serious illness** (not simply a health service visit), **serious emergency**, or **participation in an official university activity** will be considered excused absences. It is the student's responsibility to initiate plans for make-up work for excused absences and to complete it promptly. The following point system will be applied to all unexcused absences from this class.

1 unexcused absence	=	Sick Day
2	“	= -1 letter grade
3	“	= -2 letter grades
4	“	= -3 letter grades
5	“	= -4 letter grades
6	“	= Fail Course

Tardy or early departure from class: For every tardy and/or early departure from class after one (1), 5 points will be deducted from the student's final point total. For safety and care of the gym floor, tennis shoes are required during classes in the gym. Failure to wear tennis shoes for activity sessions in the gym will result in a 5-point deduction for each class meeting.

Policy for late assignments: Students are expected to turn in all assignments on time. A loss of points per assignment per day for each day late uses the following guidelines.  
1 day late = - 50%; 2 days late = -75%; 3 days late = -100%

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

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).

**PED 3400 – Course Requirements and Point Estimates – Fall 09**

Subject to change as needed

1. Bulletin Board Assignment – 25 points
2. CHS Block Plan 1 – 10 points
3. Peer Teaching – 10 points
4. CHS Block Plan 2 – 15 points
5. Team Lesson Plans for CHS – 100 pts.
6. Teaching Evaluation at CHS – 25 pts
7. Live Text Lesson Plan–25 pts.–*Failure to submit=D/F course Grade*
8. Unit Plan – 50 points
9. Issue Question – 25 points
10. Chalk Talk or Article Presentation with outline – 15 points
11. Exams – 200 pts. (2 worth 100 pts. each)

**Required: 1) Ownership to a license to Live Text – approximate cost = \$90.00).  
Submission of artifacts assigned into the Live Text electronic portfolio. Students who do not successfully complete the required performance assessment(s) submitted to Live Text will earn less than a “C” for the course.**

Reference List:

- Blankenship-Tjeerdsma, B. (2008). The Psychology of teaching physical education, from theory to practice. Scottsdale, AZ. Holcomb Hathaway, Publishers.
- Buck, M.M., Lund J.L., Harrison, J.M., and Cook, C.B. (2007). Instructional Strategies for Secondary School Physical Education(6<sup>th</sup> ed.). McGraw-Hill, Burr Ridge, IL.
- Darst, P., and Pangrazi, R. (2006). Dynamic Physical Education for Secondary School Students(5<sup>th</sup> ed.). Pearson-Benjamin Cummings, San Francisco, CA.
- Darst, P.W., Zakrajsek, D.B., and Mancini, V.H., editors (1989). Analyzing Physical Education and Sport Instruction (2<sup>nd</sup> ed.). Champaign, IL. Human Kinetics Publishers.
- Graham, G. (2001). Teaching Children Physical Education (2<sup>nd</sup> ed.). Champaign, IL. Human Kinetics Publishers.
- Hastie, P. (2003). Teaching for Lifetime Physical Activity through Quality High School Physical Education. Benjamin Cummings, San Francisco, CA
- Rink, J.E. (2006). Teaching Physical Education for Learning (5<sup>th</sup> ed.). WCB McGraw-Hill, Burr Ridge, IL.
- Siedentop, D., and Tannehill, D. (2000). Developing Teaching Skills Physical Education. Mayfield Publishing Company, Mountain View, CA.