

Eastern Illinois University
Kinesiology and Sports Studies
PED 3400 – Methods of Teaching Secondary Physical Education

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Course Description – Methods of Teaching Physical Education (3-2-4). Techniques and methods of teaching students at the secondary 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: Darst, P. & Pangrazi, R. (2009). Dynamic Physical Education for Secondary School Students (6th ed.). Pearson Benjamin Cummings, San Francisco. CA

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:

- 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 mini-unit plan for a secondary physical education setting.

Grading Policy:

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/teachings. When an absence does occur, the student is responsible for the material covered during the absence. 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 grades
3 “	=	- 2 letter grades
4 “	=	- 3 letter grades
5 “	=	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.

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

Common Assignments / Assessment(s):

1. Cognitive Assessments of Chapter Readings and classroom activities
2. Block, Mini-Unit, and Lesson Plan Assignment
3. Issue Question Assignment
4. Bulletin Board Assignment
5. Teachings in Schools
6. Peer Evaluations
7. KSS Student Disposition Rubric

Live Text

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.

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) 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 9th Street Hall, Room 1302.

<u>KSS 3400 – Tentative Spring 2010</u>			
Date / Day	Day	Topics	Assessment / Assignment
J11 Mon	1	Get to know you...Intro of course: syllabus, Web CT, Text Chapters, AAHPERD, CHS teaching experience, live text	Appropriate Practice Document to read – prep comments off of SED Experience
J12 Tues	2	Appropriate Practice Sharing, Ch. 1 & Ch. 2	Bulletin Board Teams and Schedule and scoring rubric...
J13 Wed	3	Pedagogy mtrl... with lesson Modeling	
J14 Thur	4	Review Pedagogy mtrl, finish Ped. Mtrl, ch. 5-7 PPP links, Lesson Modeling	CHS content team assignments
J18 Mon		No classes – MLK Holiday	
J19 Tues	5	Finish Ch. 5-7 mtrl, block, unit, lesson planning mtrl., team planning time allowed	
J20 Wed	6	Review questions, team planning period	Team block and LP1 due
J21 Thur	7	Final CHS Prep / Test #1	LP #1 returned
J22 Fri		CPR, First Aid, AED Training 8-10 a.m.	
J25 Mon	8	CHS 1a	
J26 Tues	9	1b	
J27 Wed	10	2a	
J28 Thur	11	2b	
J29 Fri		CPR, First Aid, AED Training 8-10 a.m.	
F1 Mon	12	3a	
F2 Tues	13	3b	
F3 Wed	14	4a	
F4 Thur	15	4b	
F8 Mon	16	5a	

F9 Tues	17	5b	
F10 Wed	18	6a	
F11 Thur	19	6b	
F15 Mon	20	No School at CHS – Meet at EIU	
F16 Tues	21	7b	
F17 Wed	22	7a	
F18 Thur	23	8b	
F22 Mon	24	8a	
F23 Tues	25	9b	
F24 Wed	26	9a	
F25 Thur	27	10b	
F26 Fri		CPR, First Aid, AED Training 8-10 a.m.	Cost for all 3 sess.= \$6.00
M1 Mon	28	10a	
M2 Tues	29	EIU -	
M3 Wed	30	EIU -	
M4 Thur	31	EIU – Test #2	
M5 Fri		Day 1 for KSS 3401	

CPR, First Aid, AED Dates: Jan 22, 29, Feb 26 (Fridays from 8-10:00 a.m.)

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(6th ed.). McGraw-Hill, Burr Ridge, IL.
- Darst, P., and Pangrazi, R. (2006). Dynamic Physical Education for Secondary School Students(5th 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 (2nd ed.). Champaign, IL. Human Kinetics Publishers.
- Graham, G. (2001). Teaching Children Physical Education (2nd 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 (5th ed.). WCB McGraw-Hill, Burr Ridge, IL.
- Siedentop, D., and Tannehill, D. (2000). Developing Teaching Skills Physical Education. Mayfield Publishing Company, Mountain View, CA.