

EASTERN ILLINOIS UNIVERSITY  
College of Education and Professional Studies  
Kinesiology and Sports Studies Department  
Spring 2010

**KSS 3600 002–Introduction to Elementary School Physical Education**

**INSTRUCTOR INFORMATION**

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**Office Hours:** M&W 1:00-2:00pm;T&H 2:00-3:00pm  
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**COURSE INFORMATION**

**Location:** MCAF 1341; MCAF 2120;  
**Day:** TR  
**Hours:**10:00am-11:40am

**WEBCT WILL INCLUDE ALL LECTURE DOCUMENTS INCLUDING SYLLABUS, PPT, ASSIGNMENTS, HANDOUTS, ETC.**

**Required Text**

Pangrazi, Robert P. (2009). *Dynamic Physical Education for Elementary School Children*, 16th ed. McGraw-Hill.

**Catalog Course Description/Objective**

Physical education as it relates to the total education of the elementary school child with emphasis on the developmental approach.

**Purpose/Rationale**

Providing elementary students with developmentally appropriate tasks is essential to any physical education program. This course will introduce the pre-service teacher to a variety of developmentally appropriate lessons that follow **the NASPE appropriate practices guidelines** for elementary students. In addition, the course will **focus on instructional and managerial strategies** to create a positive learning environment for all students.

**Course Learning Outcomes**

By the end of this course, students will:

1. Develop knowledge and understanding of **a balanced elementary physical education program**.
2. **Plan an elementary physical education lesson** based on goals, objectives, and the developmental needs of the children including safety at all levels.
3. Develop some degree of skill in the use of the problem solving and creative approach to teaching elementary students.
4. Develop knowledge and understanding in **the progression and procedures used in the teaching** of skills in the area of movement, rhythms and dance, games and gymnastics (including locomotor, non-locomotor and manipulative movements).
5. **Apply movement concepts** to the areas of rhythms and dance, games and gymnastics.
6. **Be able to integrate movement with some of the academic areas**.
7. Be knowledgeable in the safety and planning of Physical Education facilities.
8. **Collect and implement sources and materials** relating to Elementary Physical Education.
9. Be knowledgeable as to **the responsibilities of the classroom teacher in the teaching of Physical Education** to all students including special populations.
10. Be knowledgeable in **basic organizational and instructional delivery strategies and classroom management** techniques.

## Student Expectations

This course is designed to focus on an **introduction to elementary physical education** and the various concepts related. The knowledge gained from this course is only trivia if it cannot be used to understand the current world of physical education. If you are not able to use the content to help you shape the future, then little has been gained throughout the semester. The class is also based on a **cooperative learning model** in which you will be a contributing member of a team for the entire semester. Although we do our utmost to provide you with valuable knowledge and experiences, little can be gained unless you are making a concerted and noticeable effort to be a **self-motivated, responsible, and active learner**. In an effort to guide the goal of responsibility, motivation and participation, I offer the following as class operating guidelines:

**Be here.** The class is largely interactive and participatory. These types of experiences cannot be made up. You should plan to attend every class and to be on time. Under no circumstances can in-class work be made up, since it is largely related to your ongoing field experiences.

**Participate with effort.** This asks that you are prepared and put forth a solid and consistent effort in class. This includes giving input and feedback during lectures, discussions, and group work as well as producing college level work. Do what you have to do to be ready. Bring to class each day your books, notebook, and syllabus. You are responsible for the material as it develops throughout the semester.

**Take initiative for yourself.** Most of your learning will be the result of your own initiative, not the prodding of instructors or rewards (or threats) of grades. You alone must be responsible for creating value for yourself in this course. How well you do will in a large part will be the result of how well you are able to carry on without direct supervision. Taking initiative means asking questions when material, concepts, or expectations are not clear. (It is OK not to know, but it is not OK to continue not knowing.) It also means doing reading and work outside of class. For this class, reading beyond the assignment is necessary to achieve markedly superior work.

**Help others.** The ultimate success and reward for each of you depends on your ability to help and support your classmates in their learning and in their attempts to be responsible for their own learning. This also includes creating a safe learning environment; that is, one in which the confidentiality of one another's sharing is respected, where complaints are directed only to someone (and received only by someone) who can do something about the situation, and where differences of opinion and healthy debate are prized. After all, our ability to help others is the only thing that really counts in the long run.

## Rules and Regulations

**Attendance:** Students are expected to attend class meetings as scheduled. 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 (See class participation). Excellent attendance/participation record is equal to **15 points**. **You are allowed 1 unexcused absence**. Six unexcused absences constitutes an "F" for the course (two tardies = 1 absence). Every unexcused absence will result 10 point deduction.

## EIU's Policies

All EIU academic rules and regulations should be followed for this class. Please refer to EIU catalog for

academic integrity, class attendance, etc. <http://catalog.eiu.edu/content.php?catoid=16&navoid=372>

### Special note

If you have a documented disability and wish to receive academic accommodations, then please contact the coordinator of the Office of Disability Services (581-6583) as soon as possible.

### 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](tel:217-581-6696), or go to 9<sup>th</sup> Street Hall, Room 1302.

### Course Evaluation

Evaluation		Evaluation Scale
Notebook	10 pts	A = 100 - 90
In-Gym Teaching	25pts	B = 89 - 80
In-Classroom Teaching	10pts	C = 79 - 70
Class Assignments	15pts	D = 69 - 60
Lecture Quizzes	15pts	F = 59 points and below
Class Participation	15pts	
Article summary/share	10pts	
Extra credit option	10pts	

### Descriptions of Assignments

**Notebook** – Each of you will compile a notebook with materials provided in class. The notebook will serve as a valuable resource when examining the content of the course and for when you begin teaching!!!

**In-Gym Teachings** – In groups of 2-3, you will be responsible for teaching/writing lesson plans in part or whole on a movement concept and/or other activities. Each lesson must include some form of assessment in one of the three learning domains. Each group will teach approximately 3-4 lessons throughout the semester. Your presentations in the gym, should sample elementary school levels ( For example, your first teaching can be kindergarten through 3rd grade and your next teaching should be 4th through 6th grade).

**In-Classroom Teaching** –in groups of 2-3, you will present **classroom physical activities** to your colleagues (as 1st through 6th grade students). These activities will serve as energizer for elementary school students.

**Class Assignments** – This assessment form allows me as an instructor to assess your learning throughout the semester. Assignments can include homework assignments, assessments, group projects, in-class activities, ETC.

**Lecture Quizzes:** There will be unannounced quizzes in this class to assess student understanding of elementary physical education content.

**Class Participation:** Attendance will be count toward class participation. All students are required to participate in class activities. Class participation also means being on time and staying in the class until class is dismissed. Excellent attendance/participation record is equal to **15 points**.

**Article summary/share:** You will be reading and summarizing two (2) articles related to elementary physical education. Your articles will be practical in nature (authors provide practical tips for elementary P.E. teachers to improve their instruction).

**You can find research articles by visiting Booth Library**

<http://www.library.eiu.edu/eresources/databases/websites.asp?Subcode=PHE>

<http://xe3qs2ub9w.search.serialssolutions.com/?V=1.0&L=XE3QS2UB9W&N=100&S=SC&C=SO0139>

### Suggested Journals

**The Journal of Physical Education, Recreation and Dance( JOPERD)** (Booth - [online](#))

**Strategies** (through AAHPERD membership, [online](#))

**Journal of teaching in physical education**(Booth Library Periodicals Collection)

**Teaching elementary physical education**(Booth Library Periodicals Collection)

**Physical educator** (from 09/22/2000 to present in [Expanded Academic ASAP](#))

**Quest** (Booth Library Periodicals Collection)

**European physical education review** (from 02/01/1999 to present in [SAGE Premier 2008](#))

**International journal of physical education** (Booth Library Periodicals Collection)

**Extra Credit: Observation Reflection--** Even though this is an optional activity, you are encouraged to observe instructional elementary physical education. This observation will allow you to observe student/teacher behaviors and reflect on what you observed.

**Make up in-class activities (quizzes etc.) will not be given without a doctor's note/excused absence from the dean.**

**Notes.....**

- a. All work submitted by students must be **TYPED**
- b. Please turn phones and music players off and remove earpieces prior to the start of class and leave them in your pocket or backpacks.
- c. **Be ready to share your article summary and sport law case with your classmates during group activity at the due date.**

**WELCOME TO PHYSICAL EDUCATION!!! :)**