

**Eastern Illinois University**  
**Kinesiology and Sports Studies**  
**KSS 3401 – Methods of Teaching Elementary Physical Education**  
**Spring 2018**

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**Course Description:**

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

**Prerequisites:**

Grade of “C” or better in KSS 2000, KSS 2400; SED 3330 and EDP 3331. Must be taken concurrently with KSS 3400. Restricted to Kinesiology & Sports Studies Physical Education Teacher Certification Option K-12 Special Certificate Majors. Students must complete and pass the Test of Academic Proficiency (TAP) or ACT tests.

**Required Text:**

Graham, G., Holt/Hale, S.A., & Parker, M. (2013). *Children Moving – A reflective approach to teaching physical education*. (9th 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:

- Examine and implement knowledge of state and national physical education teaching standards as they relate to elementary physical education.
- Select and employ a variety of developmentally appropriate physical education guidelines/practices for teaching and assessing elementary students.
- Examine critical elements of motor skill performance and design a sequence of developmentally appropriate lessons for elementary students with the purpose of improving learning in the three learning domains.
- Develop a reflective cycle involving description, critiquing of teaching performance, and goal setting.
- Design and demonstrate strategies which promote personal/social responsible student behaviors for a productive learning environment in elementary physical education.
- Develop and use effective communication skills in ways that is sensitive to all teachers/students.

**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.

**Tentative Course Schedule**

|                |  |
|----------------|--|
| <b>Week 1</b>  | <b>Introduction to Course; Appropriate Practices (Elementary)</b>                              |
| <b>Week 2</b>  | <b>Effective Teaching Constructs; Work Sample Component Directions</b>                         |
| <b>Week 3</b>  | <b>Model a Lesson for Pre-Service Teachers; Planning for Teaching &amp; Assessing Learning</b> |
| <b>Week 4</b>  | <b>Planning for Teaching &amp; Assessing Learning</b>  |
| <b>Week 5</b>  | <b>Classroom Planning; Teaching &amp; Assessing at Elementary School</b>                       |
| <b>Week 6</b>  | <b>Classroom Planning; Teaching &amp; Assessing at Elementary School</b>                       |
| <b>Week 7</b>  | <b>Classroom Planning; Teaching &amp; Assessing at Elementary School</b>                       |
| <b>Week 8</b>  | <b>Classroom Planning; Teaching &amp; Assessing at Elementary School</b>                       |
| <b>Week 9</b>  | <b>Classroom Planning; Teaching &amp; Assessing at Elementary School</b>                       |
| <b>Week 10</b> | <b>Classroom Planning; Teaching &amp; Assessing at Elementary School</b>                       |
| <b>Week 11</b> | <b>Classroom Planning; Teaching &amp; Assessing at Elementary School</b>                       |
| <b>Week 12</b> | <b>Classroom Planning; Teaching &amp; Assessing at Elementary School</b>                       |
| <b>Week 13</b> | <b>Classroom Planning; Teaching &amp; Assessing at Elementary School</b>                       |
| <b>Week 14</b> | <b>Classroom Planning; Teaching &amp; Assessing at Elementary School</b>                       |
| <b>Week 15</b> | <b>Prepare for Exit Interview and Work Sample Submission via LiveText; Exit Interviews</b>     |