

Eastern Illinois University  
**NEW/REVISED COURSE PROPOSAL FORMAT**  
(Approved by CAA on 4/13/06 and CGS on 4/18/06)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See <http://www.eiu.edu/~eiucaa/Directions.pdf> for directions on completing this form.)

**Please check one:**            ☒ New course    ☐ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** KSS 5600
2. **Title (may not exceed 30 characters, including spaces):** Analysis of Teaching
3. **Long title, if any (may not exceed 100 characters, including spaces):** N/A
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall    ☐ Spring    ☐ Summer    ☒ On demand (every other summer)
6. **Initial term of offering:** ☐ Fall    ☐ Spring    ☒ Summer    **Year:** 2011

**Course description (not to exceed four lines):** This course offers students the opportunity to present and analyze systems used in evaluating/assessing student behavior, teacher behavior, and student-teacher interaction. Strategies for planning and implementing effective teaching constructs in physical education will be examined.

**7. Registration restrictions:** None

**a. Identify any equivalent courses:** None

**b. Prerequisite(s) :** None

**c. Who can waive the prerequisite(s)?**

☐ No one    ☒ Chair    ☐ Instructor    ☐ Advisor    ☐ Other (Please specify)

**d. Co-requisites:** None

**e. Repeat status:**    ☒ Course may not be repeated.

☐ Course may be repeated

**f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

KSS Pedagogy/Coaching graduate students

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any: EIU

undergraduates

**8. Special course attributes:** None

**9. Grading methods** (check all that apply): ☒ Standard letter    ☐ C/NC    ☐ Audit    ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**10. Instructional delivery method:** ☒ lecture    ☐ lab    ☐ lecture/lab combined    ☐ independent study/research  
☐ internship    ☐ performance    ☐ practicum or clinical    ☐ study abroad    ☐ other

## **PART II: ASSURANCE OF STUDENT LEARNING**

### **1. List the student learning objectives of this course:**

Upon completion of the course, the student will:

Analyze the major areas of current research on effective teaching.	Depth of content knowledge Effective critical thinking and problem solving Effective oral communication
Apply effective teaching constructs to their own teaching in relationship to the goals of the instructional environment.	Depth of content knowledge Effective oral communication Effective written communication
Analyze the pedagogical process in relationship to the goals of the teaching environment.	Depth of content knowledge Effective critical thinking and problem solving Effective written communication
Describe personal teaching behaviors in relationship to the research on effective teaching.	Advanced scholarship through research or creative activity Effective oral communication Effective written communication
Implement a variety of pedagogical methods and theories used to analyze effective teaching.	Effective critical thinking and problem solving Effective written communication
Reflect on teaching episodes through video analysis.	Effective written communication Effective critical thinking and problem solving

### **2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

	Presentations (20%)	Teaching Episodes (20%)	Observation & Analysis Reflections (20%)	Action Research Project (20%)	Reading Reflections (20%)
Analyze the major areas of current research on effective teaching.	X			X	X
Apply effective teaching constructs to their own teaching in relationship to the goals of the instructional environment.		X	X	X	
Analyze the pedagogical process in relationship to the goals of the teaching environment.		X	X	X	
Describe personal teaching behaviors in relationship to the research on effective teaching.		X	X	X	

Implement a variety of pedagogical methods and theories used to analyze effective teaching.		X	X	X	
Reflect on teaching episodes through video analysis.		X	X	X	

**Course Requirements:**

Presentations	20%
Teaching Episodes	20%
Observation and Analysis Reflections	20%
Action Research Project	20%
Reading Reflections	20%

**3. Explain how the instructor will determine students' grades for the course:**

Grades will be assigned according to the following scale:

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

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

Not applicable

**5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. Not applicable**

**6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.) Writing active - various writing/reflection assignments which may include teaching reflections, research reflections, and presentations of topic material that will enhance student comprehension and application of the course constructs.**

**PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course's content.**

Week One	Introduction – Effective teaching an art or science? How do we know? Does it matter what we are teaching for?
Week Two	Where did we come from? The goal of PE teaching...Direct and Indirect Instruction
Week Three	Effective teaching #1: Practice time
Week Four	Effective teaching #2: Communication
Week Five	Effective Teaching #3: Feedback & Management
Week Six	Effective Teaching #4: Content Development & Designing Movement Experiences Plan for Teach #1
Week Seven	Practicing Effective Teaching – Teach #1

Week Eight	Beyond Effective Teaching – What Do We Do With This? Action Research
Week Nine	Beyond Effective Teaching #2 - Student Issues, Mediator of Instruction, Attitudes, Cognition, Motivation, Class Climate, Teacher Enthusiasm, Teacher Expectancy
Week Ten	Beyond effective teaching #3 - Instructional Formats/Strategies
Week Eleven	Beyond effective teaching #4 - Plan Teach #2
Week Twelve	Teaching beyond effective teaching – Teach #2
Week Thirteen	Can we teach for learning? What's worth doing?
Week Fourteen	Celebration of teaching – Action research presentations
Week Fifteen	Celebration of teaching – Action research presentations

#### **PART IV: PURPOSE AND NEED**

##### **1. Explain the department's rationale for developing and proposing the course.**

This course directly relates to the four learning goals of the graduate school. Additionally, effective teaching constructs have been identified by the NASPE Appropriate Practices as essential content specific standards for graduate pedagogy/coaching degree programs. We currently are deficient in this core content area.

##### **2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

Course content applies the knowledge, skills, and dispositions of effective teaching constructs in physical education. While there are no course prerequisites, the course does provide the students with opportunities to examine/apply essential components of effective teaching. NASPE recommends the Analysis of Teaching course be required for students in a pedagogy/coaching graduate program.

##### **3. If the course is similar to an existing course or courses, justify its development and offering.**

KSS does not offer a similar course at the graduate level. We are in great need of a course that allows students the opportunity to examine and apply effective teaching constructs related to physical education teaching.

##### **4. Impact on Program(s):**

This course will have the potential to enhance the overall quality of the pedagogy/coaching concentration. In addition, this course will align with NCATE program accreditation standards. The pedagogy/coaching graduate program is currently deficient in content specific courses related to physical education/teaching. With a strong focus on physical education content and effective teaching, this course offers graduate students the opportunity to strengthen their teaching abilities and represent EIU/KSS in a positive/professional manner.

#### **PART V: IMPLEMENTATION**

##### **1. Faculty members to whom the course may be assigned:**

Scott Ronspies, Kevin Hussey, Hasan Mavi, or any qualified PETE faculty member in the Department of Kinesiology and Sports Studies with graduate faculty status.

**2. Additional costs to students:**

No additional costs beyond textbook rental

**3. Text and supplementary materials to be used (Include publication dates):**

**Required Texts:**

Rink, J. (2009). *Teaching physical education for learning* (6<sup>th</sup> ed.). St. Louis, MO: McGraw-Hill.

Additional readings provided in class through WebCT

**Recommended Texts:**

Silverman, S. & Ennis, C. (2003). *Student learning in physical education: Applying research to enhance instruction* (2<sup>nd</sup>). Champaign, IL: Human Kinetics. (This textbook is the latest edition available in the content area).

**PART VI: COMMUNITY COLLEGE TRANSFER**

A community college course will not be judged equivalent to this course.

**PART VII: APPROVALS**

**Date approved by the department or school: December 1, 2010**

**Date approved by the college curriculum committee: February 28, 2011**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: CGS:**