I. COURSE DESCRIPTION: "The application of the fundamental principles related to human motor development, physical fitness, locomotor skills, sports related activities and dance with children at the secondary school level." Prerequisite: KINE 3338.

II. RATIONALE: This course emphasizes the development of fundamental teaching skills required for effective instruction in the secondary school setting. It serves as a key training course for pre-service physical educators.

III. Physical Education Standards for the Texas State Board for Educator Certifications: In preparation for the Texas Examinations of Educator Standards (TExES) in Physical Education EC -12, this course addresses these standards and competencies.

Standard I. The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Standard II. The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Standard III. The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.

Standard IV. The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.

Standard V. The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Standard VI. The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Standard VII. The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social, and emotional development in physical education contexts.

Standard VIII. The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.
Standard IX. The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students' growth and well-being.

Standard X. The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

IV. COURSE OBJECTIVES, OUTCOMES & ASSESSMENTS
This course is designed to enable students to:

V. Program Student Learning Outcomes

BS Kinesiology EC-12 Kinesiology
1. Knowledge of movement skills
2. Knowledge of health-related physical fitness
3. Knowledge of physical education programs

VI. COURSE TOPICS
The major topics to be considered are:
- physical education instructional models
- metacognition template to accompany models (Meta P.E.-3)
- components of a quality secondary physical education program
- curriculum design (Buck, Lund, Harrison & Cook, 2005)
- developmentally appropriate curriculum and instruction (Metzler, 2005)
- effective management and teaching skills
- assessment of learning, teaching, and programs in secondary physical education
- The Spectrum of Teaching Styles
- advocacy and promotion of secondary physical education

VII. INSTRUCTIONAL METHODS and ACTIVITIES

Methods and activities for instruction include:
A. Traditional Experience: lectures, discussions, demonstrations, videos
B. Clinical Experiences: simulations; cooperative group activities; student demonstrations and presentations; guided discovery activities; lab exercises
C. Field Experiences: observing, aiding a teaching classmate, and small group teaching at CCISD Middle Schools (long semesters) or teaching campers in the National Youths Sports Program (NYSP) during summer sessions

VIII. EVALUATION and GRADE ASSIGNMENT
The course evaluation is based upon the instructor's assessment of each student's mastery of the course content (KNOWLEDGE), mastery of selected teaching and management
techniques (SKILLS), and the demonstration of the dispositions (ATTITUDES, values, work ethic, responsibility) required of an effective teacher.

Knowledge will be assessed by written examinations and course assignments. Skills will be assessed during laboratory and field experiences. Attitudes and professional behavior will be measured throughout the semester by utilizing a number of indicators (such as attendance infractions, late submissions, preparation for class and teaching, appropriate dress for labs and field experiences, displaying enthusiasm about learning and teaching, and appropriate interactions with others).

Continuous and frequent assessments are a hallmark of good teaching and valid assessment. You will experience many assessments and generate a large amount of data to support the instructor’s evaluation of your knowledge, skills, and attitudes. This will be integrated into your program portfolio which is required to successfully exit the physical education program.

Class ASSESSMENTS

The course evaluation is based upon the following Evaluation

1) 8 tests based upon 8 instructional models (Lecture, lab, application) 60%
2) Content Analysis 20%
4) Physical Education field testing performance 10%
5) Final Portfolio compilation & presentation 10%

Point Deductions:
- Attendance (1-2 absences free, 3=5, 4=-20%, 5=-25%, >5=-40%)
- Professional comportment (dress, attitude, assistance). If you are not professionally dressed on teach or test days, you will not be permitted to participate in the field experience and so will not gain credit for that day.

GRADES are awarded according to the EARNED percentage of the FINAL MAXIMUM POINT TOTAL. The following scale will be utilized:

A (Excellent) = 90 - 100%  C (Average) = 70 - 79%
B (Good) = 80 - 89%  D (Passing) = 60 - 69%
F (Failure) = 0 - 59%  Dispositions: PASS/FAIL

IX. ASSESSMENTS
Portfolio components (Electronic & hard copy)

Components for final Viva
Bio, picture, teaching philosophy, reflection of teaching experiences (1 paper), lesson plans, TEKS, Standards.

The department holds the right to fail a student if either the grade is not met yet the dispositional aspects are, or vice versa.

X. COURSE SCHEDULE: The WebCT calendar will be used in this class to post the instructor's plans for the next class and to document what was done after each class. Please use the class guide to assist you in class organization.

Class Tentative Guide KINE3341

Tuesdays (T), Thursdays (R)

Text Metzler (2005)

Phase 2

Weekly: Lecture, LAB (observations, peer teaching, field experiences)

Always dress professionally for class and gym experiences
Your weekly summary is evidence and a memory strategy following your preparatory reading before class. It may be stored in your portfolio (hard and electronic copy) as an artifact of professional comportment. It will also be used for class assignments, so keep up. You need to put aside 2-3 hours preparatory reading time and or field experience (F.E.) for class each week (over and above class assessments).
If class time is given to F.E.s, the summary work must still be completed.
Bring your passports (P) to class at the beginning of each week thank you.

<table>
<thead>
<tr>
<th>Class Meetings</th>
<th>Educational Focus</th>
<th>Work Due by this WEEK (Reading &amp; submissions)</th>
</tr>
</thead>
</table>
| Week 1         | Course Phase 1: Pedagogical skill & knowledge development | • Bring Texts and class notebook (RINGBINDER)  
• Class work: Class 1 page outline summaries usually due Tuesdays (word processed)  
• Alterations may occur due to holidays & class pacing |
|                | Class Introduction, Syllabus, Discussion, Expectations  
Lab visit  
Text overview  
Familiarization activities |                                               |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Model</th>
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<tbody>
<tr>
<td>2</td>
<td>Overview of instructional models</td>
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<tr>
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<td>• In-class summary outline</td>
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<td>PRACTICE (P) of Chapter 1</td>
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<td>(Metzler; p11-19)</td>
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<td>2</td>
<td><strong>Role of Physical Education</strong></td>
<td>MODEL 1</td>
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<td>Role &amp; responsibilities of the physical</td>
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<td>National Standards in P.E.</td>
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<td>P.E. &amp; the Law</td>
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<td>3</td>
<td><strong>Student Assessment</strong></td>
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<td><strong>Developmentally appropriate practice</strong></td>
<td>MODEL 2</td>
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<td>Learning domains &amp; objectives</td>
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<td>Writing lab</td>
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<td>Lab 1: Class observation &amp; reflective</td>
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<td>report</td>
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<td><strong>Planning the instructional program</strong></td>
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<td><strong>Curriculum Design</strong></td>
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<td>Unit &amp; Lesson planning</td>
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<td>Lab 2: Writing lab</td>
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<td>Lab 3: Computer observation software (COS)</td>
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<td>introduction &amp; practice</td>
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<td>4</td>
<td>**The Content standards &amp; performance</td>
<td>MODEL 3</td>
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<td></td>
<td>objectives</td>
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<td>Lab 4: Writing objectives</td>
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<td><strong>Teacher evaluation/accountability</strong></td>
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<td>Lab 5: Teaching performance video</td>
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<td>introduction &amp; practice</td>
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<td>5</td>
<td><strong>Teaching styles</strong></td>
<td>MODEL 4</td>
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<td>Lab 6: COS assessment of teaching styles</td>
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<td>6</td>
<td><strong>Classroom management</strong></td>
<td>MODEL 5</td>
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<td></td>
<td>Lab 7: Management strategy</td>
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<td>Week 7</td>
<td><strong>Exam 1</strong> (Evaluation 1)</td>
<td>MODEL 6</td>
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<td><strong>Course Phase 2: Instructional Models</strong></td>
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<td><strong>N.B.</strong> Couple each model with accompanying instruction in higher order thinking</td>
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<td><strong>Model 1 - Direct instruction</strong></td>
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<td>Lecture, workshop</td>
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<td>Lab 8: Direct instruction lesson group led</td>
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<td>Lab 9: Metacognitive template (Meta P.E.-3, Murray, 2010)</td>
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<td>Week 8</td>
<td><strong>Model 2 - Personalized System for instruction</strong></td>
<td>MODEL 7</td>
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<td>Lecture, workshop</td>
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<td>Lab 10: PSI lesson, student led</td>
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<td>Lab 11: Meta P.E.-3 application, group led</td>
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<td>Week 9</td>
<td><strong>Model 3 - Cooperative learning</strong></td>
<td>MODEL 8</td>
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<td>Lecture, workshop</td>
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<td>Lab 12: CL lesson through metacognitive instruction, group led</td>
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<td>Week 10</td>
<td><strong>Model 4 - Sport Education</strong></td>
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<td>Lecture, workshop</td>
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<td>Lab 13: SE lesson, group led</td>
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<td>Evaluation 2</td>
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<td>Week 11</td>
<td><strong>Model 5 - Peer teaching</strong></td>
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<td>Lecture, workshop</td>
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<td>Lab 14: PT lesson, group led</td>
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<td>Week 12</td>
<td><strong>Model 6 - Inquiry teaching</strong></td>
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<td>Lecture, workshop</td>
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<td>Week 13</td>
<td>Model 7: Tactical Games. TGFU Lecture, workshop Evaluation 4 Teach 2: Evaluation 5</td>
<td>Lab 15: IT lesson, student led</td>
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<td>Week 14</td>
<td>Model 8: Teaching for Personal &amp; Social Responsibility Lecture, workshop Lab 17: TPSR lesson, team led</td>
<td>Lab 16: TGFU lesson, team led</td>
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<tr>
<td>Week 15</td>
<td>Course catch up Field experience, observations, filming, evaluations, lab time</td>
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<td>Week 16</td>
<td>Final day of Class</td>
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<td>Reading Day</td>
<td>Self-directed Reading day</td>
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<tr>
<td>Finals Week</td>
<td>Presentation of Portfolios Evaluation 7,8</td>
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Plan ahead:
You are invited to attain your COS and videoed teaching performance in your Field experience. Therefore use the time allocated for Evaluation 4 to attain both Evaluation 5 and 6. If this does not work out, you may use your lesson and teach it to the class across the group led lessons in Phase 2 of the course, or organize a teaching experience for class members outside of class time.

Inter-Team collaboration
Class teams may share all lessons created for class time group lessons and presentation for respective assessments and course portfolio. Teams are responsible for the creation of a unit (12 lessons) through their respective model (activities, sports & games will be divided across class). Work load will be
monitored and assessed in order to ensure equity within teams. This will enable you to formulate a yearly plan for your portfolio. Free loaders will be asked to leave the class (FAIL in dispositions).

Portfolio building: The day of your presentation, you must electronically send both the lesson and unit to the class (Dispositions).

XI. COURSE POLICIES
   A. Student Conduct Policies
      1. Attendance: Attendance infractions are documented in this class and serve as indicators of professional behavior. Attendance infractions include total and partial absences such as tardiness and early departures. Attendance is recorded at the beginning of class during each scheduled meeting. Two tardies constitute one absence. To pass this class you must have fewer than 3 dispositional infractions. One absence counts as one infraction.

      If you are going to be absent, if you're going to be late, or if you must leave early, inform the instructor at the earliest opportunity (not during class)! Notifying the instructor does not excuse the attendance infraction; it simply is common courtesy and an acknowledgment that you accept responsibility and the consequences for your behavior. Two such infractions count as one complete absence.

      Absences during laboratory and field experiences are especially detrimental to the learning of your classmates and students. Therefore, these absences are most damaging to your grade. After an absence, the student is responsible for being ready for class when returning.

      • If the reason for an absence requires VERIFICATION, the student must go to the Office of Student Affairs (UC #318) with documentation to receive university verification of the reason for an absence from class. Call 825-2612 for information about this process. The Office of Student Affairs will inform the instructor as to whether the reason for the absence was verified. Then, the instructor will determine if sufficient cause MERITS the acceptance of make-up work. In other words, verification of a reason for an absence does not guarantee that a make-up will be provided.

      2. Late Arrivals & Early Departures: Late arrivals and early departures are considered to be attendance infractions. These attendance infractions are recorded and serve as a basis for reference letters in which the instructor must evaluate the student's degree of responsibility and dependability.
         • It is the student's RESPONSIBILITY to inform the instructor at the END of the class of a late arrival. FAILURE to report a late arrival will result in a recorded ABSENCE.
         • Permission for early departures must be requested BEFORE class-time, NOT during class-time.
         • Late arrivals and early departures are viewed as irresponsible and unprofessional behavior which will NOT result in a DESIRABLE reference.
Finally, **RESPECT your instructor's attempts TO TEACH and your classmates' attempts TO LEARN** by providing no distractions or interruptions during class if you arrive late or leave early.

- Students must have signed-in and be prepared for class activity by the scheduled time to avoid receiving a LATE designation. SEE DISPOSITIONS (XVI).

3. **Late Assignment Submissions:** Delays in submitting assignments will result in a **25% daily deduction** and lesser deductions when submitted after the due time on the same day. **Some assignments will not be accepted when submitted late.**

4. **Appropriate Classroom (& Gym) Behavior:** Engaging in activities that are unrelated to the class and which are disruptive (or distracting) is considered DISRESPECTFUL by your instructor. If you choose to engage in inappropriate and disruptive activity during class, you will be asked to leave. **It is not your instructor's desire to embarrass anyone, but disruptive behavior will not be tolerated.**

   During class lectures, it is inappropriate to play with your cell phone, your laptop, or to engage in discussions with classmates. During class lectures and activities (except exams & quizzes), you may QUIETLY leave the classroom whenever you wish to conduct your personal business or go to the bathroom. You may also rise from your chair and stretch during class lectures and activities (except for exams and quizzes).

   During quizzes and examinations, you are not permitted to use electronic devices, speak with others, distract others, or violate other quiz/exam rules, policies, and procedures. Examination rules, policies, and procedures are described in your packet. A copy of these examination rules, policies, and procedures are posted overhead during quizzes and exams.

   Appropriate behavior in this class is defined as being prepared and being an aggressive learner. Students in this class should display an **inquiring disposition, a thirst for learning, and a university attitude** in learning (carefully consider other views, be respectful of other views). The instructor asks questions to assess learning, to check for understanding, and to actively engage students in the course content.

B. **Grading Policies**

1. **WebCT Gradebook:** Your grades are posted on the WebCT gradebook throughout the semester. **Corrections to your posted grade must be made WITHIN a WEEK of its posting.** When grades are available on the WebCT gradebook, you will be notified on the WebCT calendar. **Review of graded materials must be completed WITHIN a WEEK of the grade posting on the WebCT gradebook and calendar.**

2. **Drop Policy:** Note the last day for a student to drop a class. You are strongly encouraged to monitor your grades (using the grade recording sheet in your packet and by monitoring your grades on WebCT), especially before the drop date, to enable you to drop the course if your course grade is low. **Your course instructor CANNOT drop you under any circumstances.**

3. **Incomplete Grade:** Incompletes are given ONLY in the case of **compelling and extenuating circumstances beyond the student's control other than LACK OF TIME.** Review the requirements under which an Incomplete may be removed and the consequence for failing to remove an incomplete in the TAMU-CC Undergraduate Catalog.
C. Academic Conduct Policies

Academic Honesty

As per the university catalog, “university students are expected to conduct themselves in accordance with the highest standards of academic honesty”. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own).

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of ‘F’ to work in question;
6. Assigning grade of ‘F’ for course;
7. Recommendation for more severe punishment.
8. Failure of your Affective disposition aspect of the course.

REMEMBER: Being unaware that you committed a form of academic misconduct does NOT excuse you from the consequences of your infraction.

N.b. You can not exit from this class with a failed affective component.

In this class, you are expected to do your own work. A submission of any assignment with your name on it means that you claim to have done the work YOURSELF. During class examinations and when submitting assignments, you must comply with the academic standards of conduct described in the TAMU-CC catalog and your syllabus. Being unaware that you committed a form of academic misconduct does NOT excuse you from the consequences of your infraction.

XII. TEACHING FIELD EXPERIENCE

The purpose of the field experience is to plan, implement, practice, and assess best teaching practices. In addition to providing KINE 3341 student teachers an opportunity to practice teaching, the field experience must also benefit the students taught at the field experience site, or the site will no longer be made available for a KINE 3341 field experience.

To earn the opportunity to practice teaching real secondary school children, the KINE 3341 student teacher must submit planning documentation on time, maintain a passing grade, and demonstrate responsible behavior. Failure to meet these requirements will result in a denial of the opportunity to teach in the field experience. Most likely, a denial will lead to a failing grade in the class, but poor teaching will not be permitted to compromise the quality of the experience for either the students in the field experience or fellow KINE 3341 classmates on the teaching team.

This field experience is conducted during regularly scheduled class meetings, but that has the disadvantage of reducing the amount of class time for covering class content. The field experience helps
to make the course content more meaningful for most KINE 3341 students, but reduces the time available to cover required course content.

XIII. TEXTBOOK(s)

*The textbook adopted for this course is:*

- Metzler, M. (2005). Instructional models for Physical education (2nd ed.) Holcomb Hathaway Publishing. This text is also used in KIN3339.

XIV. BIBLIOGRAPHY

*The knowledge bases that support course content and procedures include:*

Interesting and relevant reading:


XV. REQUIRED (and RECOMMENDED) COURSE MATERIALS

A coach's whistle, a time-keeping device (wrist watch or stop watch) is required to manage time during the lab & field experiences. (A cell phone will not serve as an easily accessible time-keeping device.) To manage the course packet and handouts that will be disseminated throughout the semester, it is recommended that students purchase a 3-ring binder.

XVI. LIBRARY RESOURCES

In addition to what is available on-line and in the stacks in the library, specific materials for this class will be RESERVED for you at the Circulation's Desk on the first floor of the library. Inquire about RESERVE materials for this class by the course number or by your instructor's name. RESERVE materials may be copied on site, but may not leave the library.

XVII. PARTICIPATION (in Physical Activities)
It is the student's responsibility to inform the instructor if you have a condition that may impair or influence full participation in this class. Also, if your condition is severe enough to require special modifications to course requirements, students should contact the Students with Disabilities Office (859-5816).

XVI. DISPOSITIONAL INFRACTIONS
The affective side of professional practice is often left untaught. As role models we need to teach our students how to improve our affective areas of strengthening and model those of strength. Just as with metacognition, we must explicitly teach to these and so this class will integrate the dispositional aspects as a training preparation for your own teaching.

a) Items for affective infraction review
-Attendance
- Field experience
- Active participation (we can work to your changing needs but you must remain fully involved)
- Professional attire & comportment
- Peer support
- Work contribution to group assignments & projects
- Class support
b) Means to ‘erase’ ONE infraction
As a positive motivator, you may take and include a TExES practice exam in your portfolio and write a 1 page reflection on what you may need to do to enhance your test performance as well as maintain the solid aspects. This action will eradicate one of your infractions. Use it wisely!
Another means to eradicate one infraction is to assist the teacher in a research dap (filming, COS etc).

XVII. GRADE APPEALS
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XVIII. DISABILITIES ACCOMMODATIONS
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.