Texas A&M University - Corpus Christi  
College of Education  

Kinesiology 2317 Re-inventing Games  
Course Syllabus-Fall 2013

Instructor: George Woods          Office telephone: 361-825-6072  
Office: Island Hall         E-mail: george.woods@tamucc.edu  
Office Hours: N/A  
Classroom: MW 5:30pm-6:45pm (IH 162) and gymnasium (162)

I. COURSE DESCRIPTION
This course is designed to introduce a framework for the development of games, sports and activities through an inclusive and developmentally appropriate process. This class will touch on the basics of the three domains (cognitive, psychomotor, and affective), change, challenge and choice and many other appropriate inclusion strategies. A wide array of games, sports-related games and activities (invasion, non-invasion, individual and team) will be introduced. These activities (games) will be deconstructed for their current exclusivity and then reconstructed through a framework which seeks to change the existing exclusivity of the rules, to challenge participating students of all cognitive and physical abilities, and then build in a choice component into the activity.

II. RATIONALE
This course emphasizes the crux of developmentally appropriate game and activity design as to provide primary and secondary-based students the opportunity to successfully participate in and make healthy choices in their participation of lifetime activities. At a practical level, it introduces the fundamentals of teaching activity-based skills required for effective instruction in the elementary and secondary school settings.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS

A. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

B. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

C. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

D. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
E. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner is dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession.

IV. TExES COMPETENCIES

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 the following standards and competencies.

Competency 004 (Sports Activities) Standards I and III
The teacher understands and applies knowledge of individual, dual, and team sports and activities.

The beginning teacher:
• Demonstrates knowledge of techniques, skills progressions, conditioning programs, rules, safety practices, offensive and defensive strategies, and types and uses of equipment for individual, dual, and team sports and activities (e.g., golf, archery, combatives, racquet activities, volleyball, basketball, softball, soccer, flag football, speed-away, disc sports, team handball, field hockey).

• Knows key elements of successful performance in individual, dual, and team sports and activities and strategies for improving students' performance, teamwork, and skill combinations.

• Applies knowledge of principles and techniques for selecting, adapting, and modifying sports activities to improve performance, promote the use of combinations of motor skills, and provide practice in specific sports skills in game like situations.

Competency 005 (Dance, Games, and Other Activities) Standards I and III
The teacher understands principles, techniques, skills, and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities, and outdoor pursuits.

The beginning teacher:
• Demonstrates knowledge of techniques, sequences, skills, steps, conditioning programs, safety practices, and types and uses of equipment for creative movement, dance, and personal performance activities (e.g., folk, square, ethnic, jazz, modern, social, and aerobic dance; circus arts).

• Demonstrates knowledge of strategies, techniques, skills progressions, conditioning programs, and types and uses of equipment for recreational activities and outdoor pursuits (e.g., walking, jogging, aquatics, bowling, cycling, inline skating, orienteering, hiking).

• Analyzes the importance of rules, discipline, cooperation, etiquette, and safety
practices in personal performance and other activities.
• Applies knowledge of issues and procedures (e.g., supervision; transitions; logistics related to the use of facilities, outdoor spaces, materials, staff, and technology) involved in engaging students in personal performance activities, fitness and outdoor activities, and nontraditional and cooperative games.
• Applies knowledge of principles and procedures for selecting, adapting, and modifying activities and games based on student characteristics, instructional goals, skill levels, range of individual variation, and exceptional needs.

V. COURSE LEARNING OUTCOMES & MEANS OF ASSESSMENT

A. Students will identify appropriate practices and integrate these into their practical experience as both an activity participant (student role) and leader (instructor role).
   - Observation of behaviors in respective role (as guided by behaviorally based rubric of appropriate practices)
   - Use of framing tool to revise each activity into the inclusive advocated version (by instructor and by peers).

B. Students will identify developmentally-appropriate forms of physical activity in each activity experienced and identify inappropriate practices of teacher and student behavior.
   - Checklist assessment tool for instructor and peer-based learning experiences

C. Students will demonstrate appropriate practice behaviors for quality instruction as they impart instruction of these class-based activities
   - Behavioral observation of instruction teacher-centered experiences with a behaviorally-based observation checklist of said advocated practices.
   - Student-centered instruction experiences with assessment of their ability to use the change, challenge, and choice process
   - Assessment of their instruction plans; 3C-IPs (prerequisites to lesson plans) with stated 3 Cs to govern the devised activity experience.

VI. COURSE TOPICS

A. Change
B. Challenge
C. Choice
D. Inclusion
E. Developmentally appropriate movement and instruction
F. Change-Challenge-Choice process (instructional planning)
G. Change-Challenge-Choice practical experiences (as participant and peer instructor)
H. Appropriate practices in Physical Education
I. Inappropriate practices in Physical Education
J. National Association for Physical Education and Sport
K. Successful learning outcomes setting and assessments in Physical Education
VII. INSTRUCTIONAL METHODS and ACTIVITIES

A. Traditional quizzes, tests and instructional plans
B. Clinical experience in the 3C approach to instructional planning and implementation

VIII. EVALUATION AND GRADE ASSIGNMENTS

A. Four reading responses with peer response (25pts each) 100 pts
B. Instructional plan design (IP) 100 pts
C. Peer assessment (10 Assessment Rubric) 100 pts
D. Attendance and Participation 100 pts
F. Re-Invent Game Project (RGP) 100 pts
G. Final 100 pts

Total 600 pts

Point Deductions:
- **Personal accountability development:**
  - Attendance- Attendance and participation essential to fully experiencing this class’s objectives and expectations. Students will be put into groups and each team member of the group is expected to attend and participate equally in class and while instructing your peers. If you are absent for a group teach or any activity we are participating in you will lose credit for that particular day. Students can lose up to 10 points on their final grade for missing numerous group activities.

- **Peer accountability development:**
  - Professional behavior (dress, attitude, assistance) at all times. If you are not professionally dressed on your group instruction days, you will not earn credit for that assessment experience and your group will need to instruct without your assistance.

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

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
<td>540</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
<td>480-&gt;</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
<td>420-&gt;</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
<td>360-&gt;</td>
</tr>
<tr>
<td>59-%</td>
<td>F</td>
<td>359 and below</td>
</tr>
</tbody>
</table>
DEFINITION OF GRADES
Grades are distributed according to the following criteria:

A - Your work obviously stands out from that of the normal body of students. You serve as a role model for how the assignment should be carried out. You are creative and energetic, expanding the boundaries of the assignment.

B - You exceed expectations. Your preparation and delivery serve as examples of the proper concepts and practices. All of the required material is plainly in evidence, and your work is fluid and smooth.

C - You complete an assignment that the average student, working the average amount of time should be expected to prepare. Your work is complete but in no way exceptional or deserving of extra attention.

D - You demonstrate that you understood the assignment, but constructed and presented the material in a less than satisfactory way. Your performance was sub-standard relative to normal expectations.

F - You either fail to do the assignment or your work is too far below acceptable standards to merit any consideration. You either completely miss the point of the assignment or disregard critical elements of it.

IX. COURSE SCHEDULE AND POLICIES

Week 1 (1/22) - Introduction to the class, go over the syllabus and expectations.

Week 2 (1/27-1/29) – Introduce how games and activities can be exclusionary; Why? What can we do to address this issue? Break fixed ideas about how we look at games and try to re-invent our approach to games. Flickerball

Week 3 (2/3-2/5) – Continue to explore new approaches to old games. Go over the three C’s and modification, progression. Basketball (Shoot, Pass, Score More) Baseball (Which-Way)

Week 4 (2/10-2/12) - This week we will begin take on Soccer, but not how you might know it. Zombie Attack, Merica Ball

Week 5 (2/17-2/19) – Practice what we have learned and read about concerning inclusion, change, challenge, choice, modification and progressions in your own attempt to create and modify a game with a predetermined theme. Being to talk about instructional plans (IP). 5 groups will teach side A, and the other 5 will teach side B. Thursday you will all teach again re-inventing your game to fit for any problems you might have encountered during the first teach.
Week 6 (2/24-2/26) - Practice what we have learned and read about concerning inclusion, change, challenge, choice, modification and progressions in your own attempt to create and modify a game with a predetermined theme. 5 groups will teach side A, and the other 5 will teach side B. Thursday you will all teach again re-inventing your game to fit for any problems you might have encountered during the first teach. Go over IP’s.

Week 7 (3/3-3/5) – Continue with IP development. Practice what we have learned and read about concerning inclusion, change, challenge, choice, modification and progressions in your own attempt to create and modify a game with a predetermined theme (Health-Related Fitness and MyPlate). 5 groups will teach side A, and the other 5 will teach side B. Thursday you will all teach again re-inventing your game to fit for any problems you might have encountered during the first teach.

Happy Spring Break (3/10-3-14)

Week 8 (3/17-3/19) - Practice what we have learned and read about concerning inclusion, change, challenge, choice, modification and progressions in your own attempt to create and modify a game with a predetermined theme. 5 groups will teach side A, and the other 5 will teach side B. Thursday you will all teach again re-inventing your game to fit for any problems you might have encountered during the first teach. Go over IP’s.

Week 9 (3/24-3/26) - Monday will be used for your groups to pick a game using any two activities (sports, curriculum, health-related fitness…) to implement to the class for your Re-invention game project. The three R’s-Recycle (old ideas into new ones), Reuse (old ideas with new materials to create new games), and Re-invent (everything, keep an open mind to how you can approach any and all games as there is no rule saying you have to stick to just one set of rules). Project presentation order will be determined as well. Wednesday (3/26) I will be there for class, however you do not have to come. I want you to use the allotted time for this class to get started with your ideas about your re-invention game project.

Week 10 (3/31-4/2) – Ultimate Freebie or Soccer Kickball on Tuesday. You will be responsible to modify these games according to any problems that may arise during play. Thursday again will be use for project development. I will be here if you want to use the gym and any material to practice or go through your game. First Assessment Rubric due on 11/8 at 11:30pm.

Week 11 (4/7-4/9) – Group _ will go on Monday. Group _ will go on Wed.

Week 12 (4/14-4/16) – Group _ will go on Monday. Group _ will go on Wed.


Week 15 (5/5) Group _ will go on Monday.
Week 16 (5/14) – Final!! 4:30pm-7:00pm May 14th

Policies:
A. Student Conduct Policies
   1. Attendance: Attendance infractions are documented in this class and serve as indicators of professional behavior. Attendance is recorded at the beginning of class during each scheduled meeting. 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).

Excused absences are limited to participation in a TAMUCC sanctioned event or participation in a religious holy day as outlined in the University catalog. Any assignment, quiz, or test missed due to a TAMUCC sanctioned event must be completed prior to the absence. Coursework, assignments, and quizzes may not be made up due to tardiness.

The ability to work with your peers is crucial for success in this class.
   2. Appropriate Classroom (& Gym) Behavior: Appropriate practices expected in EC-12th physical education and advocated by NASPE are followed in this class. These are posted on line. Please familiarize yourself with these before we work through them in class time.

   3. Grading Policies
      a. Blackboard Gradebook: Your grades are posted on Blackboard throughout the semester. Corrections to your posted grade must be made WITHIN a WEEK of its posting.
      b. 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 Blackboard, 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.
      c. 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 may be found in your TAMU-CC Undergraduate Catalog.

ACADEMIC DISHONESTY
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.

PROFESSIONAL ATTIRE
Sportswear with university shirt of choice, sports shoe wear.

X. BIBLIOGRAPHY
The knowledge bases that support course content and procedures include:


Additional items of interest:

Chapter 116. Texas Essential Knowledge and Skills for Physical Education
http://www.tea.state.tx.us/teks/116toc.htm
Example of test practices: JFekula@FekulaTestPrep.com

XI. 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 Rule 13.02.99.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.

**Academic Honesty**

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 work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:


If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed (See XII above).

**XII. DISABILITIES ACCOMMODATIONS**

Americans with Disabilities Act (ADA) - The 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 disability. 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.