I. Course Description
The application of the fundamental principles related to human motor development, physical fitness, sports related activities, and dance with children at the secondary school level. Prerequisites: KINE 3338 and KINE 3339.

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. State Adopted Proficiencies for Teachers
1. 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.

2. 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.

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

4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

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 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.

V. Course Objectives/Student Learning Outcomes

This course is designed to enable students to:

1. Write objectives for psychomotor, cognitive, and affective learning.
2. Design experiences for secondary students for the development of health-related fitness and sport strategies, techniques, and rules.
3. Develop content in a lesson through a process of informing, refining, extending,
and applying skills.

4. Design experiences appropriate for varying levels of ability, rate of learning, and style of learning.

5. Present the lesson with clarity, appropriate modes of communication, appropriate teaching style, logical progression through parts of a lesson, efficiency in transitions from one learning task to another, and maximal practice opportunities for all learners.

6. Provide accurate and appropriate feedback to learners.

7. Identify individual and group learning problems, and appropriately modify learning activities.

VI. Course Topics

The major topics to be considered are:

- Understanding the teaching-learning process
- Effective teaching skills
- Context and reflection

VII. Instructional Methods and Activities

Methods and activities for instruction may include:

A. Traditional Experiences (lecture/discussion; demonstration; drill; online deliveries; video)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations)
C. Field Experiences (field teaching; field trips; internship; student teaching; practicum)

High Impact Practices:
- Service Learning, Community Based Learning (field experiences)
- Internships (teaching experiences)
- Writing-Intensive Courses (lesson plans, reflections, other assignments)
- Diversity/Global Learning (lecture/discussion topics)

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

<table>
<thead>
<tr>
<th>Methods</th>
<th>Points</th>
<th>% of Final Course Grade</th>
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</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>150 pts</td>
<td>30%</td>
</tr>
<tr>
<td>Field Experiences</td>
<td>150 pts</td>
<td>30%</td>
</tr>
<tr>
<td>Other Assignments</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>500 pts</td>
<td>100%</td>
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</tbody>
</table>
Notes: All written work must exhibit a college level of competency. Written work with three or more errors in any combination of spelling, grammar, punctuation, and/or capitalization is considered unacceptable and will receive a score of ZERO (0).

The student assumes sole responsibility for submitting all required documentation in order to be allowed to enter the school for the field experiences. Instructions will be provided, however, this documentation will be completed and submitted outside of class time. Students who are not cleared to enter the school will not be able to participate in the field experiences and will NOT be able to pass the course!

B. Grading Scale

A = 450-500 pts (90-100%)
B = 400-449 pts (80-89%)
C = 350-399 pts (70-79%)
D = 300-349 pts (60-69%)
F = 299 pts or less (59% or less)

IX. Course Schedule and Policies
A. Below is a tentative course outline that is subject to change throughout the semester. Actual dates for topics/activities and corresponding readings, assignments, and assessments will be announced in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Meeting Dates</th>
<th>Topics/Activities and Readings</th>
<th>Assignments and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday, 1/21</td>
<td>Course Introduction</td>
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<td>2</td>
<td>Monday, 1/26</td>
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<td>Wednesday, 1/28</td>
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<td>3</td>
<td>Monday, 2/2</td>
<td>Chapter 1</td>
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<td>Wednesday, 2/4</td>
<td>Chapter 2</td>
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<td>4</td>
<td>Monday, 2/9</td>
<td>Chapter 3</td>
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<td></td>
<td>Wednesday, 2/11</td>
<td>Chapter 4</td>
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<td>5</td>
<td>Monday, 2/16</td>
<td>Chapter 5</td>
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<td></td>
<td>Wednesday, 2/18</td>
<td>Chapter 6</td>
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<td>6</td>
<td>Monday, 2/23</td>
<td>Chapter 7</td>
<td>Chapter 8</td>
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<td>Wednesday, 2/25</td>
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<td>7</td>
<td>Monday, 3/2</td>
<td>Chapter 9</td>
<td>Chapter 10</td>
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<td></td>
<td>Wednesday, 3/4</td>
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<td>8</td>
<td>Monday, 3/9</td>
<td>Chapter 11</td>
<td>Chapter 12</td>
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<td></td>
<td>Wednesday, 3/11</td>
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<td>9</td>
<td>Monday, 3/23</td>
<td>Midterm Exam</td>
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<td>Wednesday, 3/25</td>
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<td>10</td>
<td>Monday, 3/30</td>
<td>Field experience</td>
<td>Lesson plan, reflection</td>
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<td>Wednesday, 4/1</td>
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<td>11</td>
<td>Monday, 4/6</td>
<td>Field experience</td>
<td>Lesson plan, reflection</td>
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<td>Wednesday, 4/8</td>
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<td>12</td>
<td>Monday, 4/13</td>
<td>Field experience</td>
<td>Lesson plan, reflection</td>
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<td>Wednesday, 4/15</td>
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<td>13</td>
<td>Monday, 4/20</td>
<td>Field experience</td>
<td>Lesson plan, reflection</td>
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<td></td>
<td>Wednesday, 4/22</td>
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<tr>
<td>14</td>
<td>Monday, 4/27</td>
<td>Field experience</td>
<td>Lesson plan, reflection</td>
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<td></td>
<td>Wednesday, 4/29</td>
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<td></td>
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<tr>
<td>15</td>
<td>Monday, 5/4</td>
<td>Course wrap-up</td>
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</tbody>
</table>

B. Class Policies

**Attendance/tardiness**
Students are required to punctually attend all class meetings and field experiences (when applicable). Daily attendance will be taken by the instructor. Arrival after attendance is taken will be recorded as an absence. Excused absences are limited solely to participation in a TAMUCC-sanctioned event or a religious holy day as outlined in the University catalog. Absences for any other reason are considered “unexcused.” If you are absent from class for any unexcused reason, you acknowledge that you will receive a score of zero for any missed coursework, field experience, or exam.

**THREE (3) unexcused absences are allowed without penalty other than a score of zero for any missed coursework, teaching experience, or exam. More than three absences is considered excessive and will additionally result in the lowering of the final grade by one letter grade per absence over three (i.e. an earned “A” becomes a “B,” an earned “B” becomes a “C,” and so on).

Please be aware that you are responsible for calling or emailing the instructor well in advance of the class meeting if you are going to be absent for any reason. This is critical if a field experience is scheduled. Notifying the instructor does not excuse the attendance infraction- it simply is common courtesy.

**Late work and Make-up Exams**
Late work (lesson plans, other assignments) is not accepted. Only students who are absent from class on approved University business or for a religious holy day may make up exams. These students are responsible for informing the instructor about the absence in advance so that arrangements can be made. Field experiences, exams, and other activities missed due to unexcused absences or tardiness may **NOT** be made up. Failing to turn in a lesson plan or other assignment by the deadline, or failing to show up for a field experience, exam, or other activity will automatically result in a score of **ZERO (0)** for that item. Arriving late to a field experience will also result in a score of zero.

**Extra Credit**
There may be one or more opportunities to earn extra credit during the course. Any extra credit opportunities will be announced in class by the instructor.
Cell Phone/Electronic Device Usage
Absolutely no cell phone use will be allowed during class time or during field experiences. Cell phones should be turned off or placed on silent (not vibrate) prior to the class start time. If a student is caught or perceived to be using their cell phone (texting, web browsing, etc.), they will be asked to leave class or field experience and will be recorded as absent for that day. The absence will count toward the three “allowed” unexcused absences. Additionally, the student will receive a score of zero on any coursework, field experience, or exam missed due to the cell phone violation. The intent of this policy is not to be punitive, but rather to reinforce, in a powerful manner, the importance of professionalism in the classroom and beyond. If you have an emergency situation and need to have access to your phone during class, please inform the instructor at the beginning of class.

Academic Integrity/Plagiarism.
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, falsification, forgery, complicity 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:
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, such as dismissal from the program or from the University.

See the University Catalog for more information.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you
must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, April 10, 2015 is the last day to drop a class with an automatic grade of “W” this term.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 116.

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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

X. **Required Readings**

*Textbook:*

*Website:*
The Website that accompanies and is coordinated with this course is Blackboard, which can be accessed at bb9.tamucc.edu. Blackboard is the primary means through which the instructor will distribute materials, make announcements, and contact students. Grades for assignments and examinations can also be found here. *It is the student’s responsibility to check Blackboard and University email account at least once daily.*

XI. **Bibliography**

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

XII. **List of Supplies**
Students must dress as a physical education professional for all field experiences (polo or collared shirt, khaki or athletic pants, athletic shoes). You will need to obtain this type of attire prior to the first field experience if you do not already own something suitable. If you are not professionally dressed on a field experience day, you will not be permitted to participate in the field experience and will not receive credit for that day.