I. Course Description
This course is for Kinesiology students following the EC-12 Teacher Certification track. It introduces a framework for the development of games, sports, and activities through an inclusive and developmentally appropriate process of change, challenge, and choice. A wide array of games, sports, and activities are introduced. They are deconstructed for their current exclusivity, and then reconstructed through a framework which seeks to change the existing exclusivity of the rules, challenge participating students of all cognitive and physical abilities, and build a choice component into the activities. This course is a pre-requisite for KINE 3339: Elementary Physical Education Programs.

II. Rationale
This course provides prospective physical education teachers with the tools to design developmentally appropriate games, sports, and activities for their future physical education students, with the ultimate goal being successful participation in physical activity for a lifetime. 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

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 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:*

- Differentiate between appropriate and inappropriate instructional practices in physical education
- Recognize the current widespread use of developmentally inappropriate practices in many school physical education classes
- Deconstruct sports, games, and activities for their developmental appropriateness or inappropriateness for school physical education
- Develop ways to make sports, games, and activities more developmentally appropriate for school physical education settings
- Integrate appropriate instructional practices into teaching experiences
VI. Course Topics

The major topics to be considered are:

- Appropriate/inappropriate practices in physical education
- Change, challenge, choice
- Inclusion
- The domains of learning
- National Standards for Physical Education and National Initial Physical Education Teacher Education Standards

VII. Instructional Methods and Activities

Methods and activities for instruction may include:

A. Traditional Experiences (lecture/discussion; demonstration; drill; written assignments; online deliveries; video)

B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations)

VIII. Evaluation and Grade Assignment

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>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments/Quizzes</td>
<td>250 pts</td>
<td>50%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>150 pts</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts</td>
<td>20%</td>
</tr>
</tbody>
</table>

TOTAL: 500 pts 100%

Note: 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).

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. This is a tentative course outline that is subject to change throughout the semester. Actual dates for topics to be covered and corresponding readings, assignments, and assessments will be announced.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activities and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday, 7/3</td>
<td>Course Introduction</td>
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<tr>
<td></td>
<td>Wednesday, 7/5</td>
<td>Developmentally Appropriate Practices</td>
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<td></td>
<td>Thursday, 7/6</td>
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<tr>
<td>2</td>
<td>Monday, 7/10</td>
<td>Change, Challenge, Choice</td>
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<td></td>
<td>Tuesday, 7/11</td>
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<td></td>
<td>Wednesday, 7/12</td>
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<td></td>
<td>Thursday, 7/13</td>
<td></td>
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<tr>
<td>3</td>
<td>Monday, 7/17</td>
<td>No Class: Dr. Davis @ TAHPERD Convention</td>
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<tr>
<td></td>
<td>Tuesday, 7/18</td>
<td>No Class: Dr. Davis @ TAHPERD Convention</td>
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<tr>
<td></td>
<td>Wednesday, 7/19</td>
<td>Instructor-Led Activities</td>
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<tr>
<td></td>
<td>Thursday, 7/20</td>
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<tr>
<td>4</td>
<td>Monday, 7/24</td>
<td>Student Presentations</td>
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<tr>
<td></td>
<td>Tuesday, 7/25</td>
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<td></td>
<td>Wednesday, 7/26</td>
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<td>Thursday, 7/27</td>
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<tr>
<td>5</td>
<td>Monday, 7/31</td>
<td>Student Presentations</td>
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<td>Tuesday, 8/1</td>
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<td></td>
<td>Wednesday, 8/2</td>
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<td></td>
<td>Thursday, 8/3</td>
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<tr>
<td></td>
<td>Friday, 8/4</td>
<td>Summer II Final Exam Day</td>
</tr>
</tbody>
</table>

B. Class Policies

*Attendance/tardiness*

Students are required to punctually attend all class meetings. Daily attendance will be taken by the instructor on class meeting days. Points counting towards the course grade may be awarded for attendance or withheld for absence, lateness, or leaving early at the instructor’s discretion. As a courtesy, please email the instructor in advance of class if you are going to be late, absent, or leaving early for any reason.

Students should come to class dressed for safe participation in physical activity (sneakers and athletic clothing that does not restrict movement). If you are not dressed for safe physical activity participation, you may be asked to leave class and the attendance policy described above will apply.

*Late work and Make-up Exams*

Only students who are absent from class on approved University business or for a religious holy day may make up coursework and exams. These students are responsible for informing the instructor about the absence in advance so that arrangements can be made. Late work is not accepted and exams may **NOT** be made up. Failure to complete an assignment, quiz, or exam by the deadline will automatically result in a score of **ZERO (0)** for that item. Likewise, failing to be present in class for any graded activity will result in a score of zero for that item.
Cell Phone/Electronic Device Usage
The use of cell phones, laptops, tablets, and other electronic devices is not permitted during class time. Please come to class prepared to take handwritten notes. 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 may be asked to leave class. 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.

Extra Credit
There may be opportunities to earn extra credit during the course, however, this is not a guarantee. Any extra credit opportunities will be announced.

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. July 24, 2017 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.

**X. Textbook**

*The textbook adopted for this course is:*

There is no required text for this course, however, students will occasionally be asked to print *their own paper copies* of readings/materials and bring them along to class. All materials to be printed will be provided via Blackboard. Cooperation is expected and extra copies will not be available. Since students will not be able to meaningfully participate in class discussions or activities on those days if they do not bring their own copies, students may be directed to leave class, go to a campus computer lab to print a copy of the needed material(s), and return to class once they have it. *It will not be acceptable to share copies of materials with other students.*

**Website:**

The Website that accompanies and is coordinated with this course is Blackboard, which can be accessed at bb9.tamucc.edu. Blackboard is the means through which materials will be distributed and announcements will be made. Grades for assignments and examinations can also be found here. If I need to contact individual students, I will do so through your University email account. *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. 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.

XIII. 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 CCH 117. 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.

XIV. 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 gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

XV. 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.