I. Course Description
The application of the fundamental principles related to human motor development, physical fitness, locomotor skills, non-locomotor skills, manipulative skills, and rhythmical activities with children at the elementary school level. Prerequisite: KINE 3338.

II. Rationale
This course emphasizes the development of fundamental teaching skills required for effective instruction in the elementary 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:

- Identify the fundamental movement skills that are taught to children at the pre-K and primary level and the essential skills taught to intermediate level children (Standards I, II, VIII).
- Identify content standards for physical education and components of quality elementary school physical education programs (Standards I, II, IV, IX).
- Identify developmentally-appropriate forms of physical activity for children (Standards IV, VI).
- Demonstrate planning behaviors for quality instruction (Standard VIII, X).
- Identify and exhibit teaching behaviors characteristic of effective instruction (Standards I, IV, V, VIII).
- Identify methods of managing students and maintaining appropriate behavior (Standards II, III).
- Identify means of evaluating teaching, learning, and programs in physical education (Standards VII, VIII).
- Demonstrate skills in teaching physical education content, in managing learning environments, and in assessing learner's progress (Standards I, III, IV, VI, VII).
- Evaluate teaching behaviors by collecting and assessing observational data (Standard VIII, IX).
- Articulate the need for physical education in elementary schools (Standard II).

VI. Course Topics

*The major topics to be considered are:*

The value and purpose of physical education for children
Movement concepts and skill themes
Planning and developing the content
Active teaching skills
Reflective teaching

VII. Instructional Methods and Activities

*Methods and activities for instruction may include:*

A. Traditional Experiences (lecture/discussion; online deliveries; video)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations)

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 Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily In-Class Assignments (22 @ 5 pts each, best 20 count)</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Out-of-Class/Online Assignments (20 @ 5 pts each)</td>
<td>100 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Other Activities/Assignments</td>
<td>100pts</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100pts</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100pts</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500 pts</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

Notes: All written work must exhibit a college level competency in spelling, grammar, and punctuation. Written work with significant mechanical flaws will not be accepted and will receive a score of zero (0).

B. **Grading Scale**

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- 59% or less F
**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, 8/24</td>
<td>Course Introduction</td>
<td>Syllabus assignment due Friday, 8/26 by 11:59pm</td>
</tr>
<tr>
<td>2</td>
<td>Monday, 8/29</td>
<td>Appropriate Practices</td>
<td>Out-of-Class Assignments due Friday, 9/2 by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Wednesday, 8/31</td>
<td>Opportunity to Learn</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Wednesday, 9/7</td>
<td>Chapter 1</td>
<td>Out-of-Class Assignments due Friday, 9/9 by 11:59pm</td>
</tr>
<tr>
<td>4</td>
<td>Monday, 9/12</td>
<td>Chapter 2</td>
<td>Out-of-Class Assignments due Friday, 9/16 by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Wednesday, 9/14</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Monday, 9/19</td>
<td>Chapter 4</td>
<td>Out-of-Class Assignments due Friday, 9/23 by 11:59pm</td>
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<tr>
<td></td>
<td>Wednesday, 9/21</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Monday, 9/26</td>
<td>Chapter 6</td>
<td>Out-of-Class Assignments due Friday, 9/30 by 11:59pm</td>
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<tr>
<td></td>
<td>Wednesday, 9/28</td>
<td>Chapter 7</td>
<td></td>
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<tr>
<td>7</td>
<td>Monday, 10/3</td>
<td>Chapter 8</td>
<td>Out-of-Class Assignments due Friday, 10/7 by 11:59pm</td>
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<td></td>
<td>Wednesday, 10/5</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Monday, 10/10</td>
<td>Chapter 10</td>
<td>Out-of-Class Assignments due Friday, 10/14 by 11:59pm</td>
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<td></td>
<td>Wednesday, 10/12</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Monday, 10/17</td>
<td>Midterm Exam (Chapters 1-10)</td>
<td>Midterm Exam (in class)</td>
</tr>
<tr>
<td></td>
<td>Wednesday, 10/19</td>
<td>Chapter 11</td>
<td>Out-of-Class Assignments due Friday, 10/21 by 11:59pm</td>
</tr>
<tr>
<td>10</td>
<td>Monday, 10/24</td>
<td>Chapter 12</td>
<td>Out-of-Class Assignments due Friday, 10/28 by 11:59pm</td>
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<tr>
<td></td>
<td>Wednesday, 10/26</td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>Monday, 10/31</td>
<td>Chapter 27</td>
<td>Out-of-Class Assignments due Friday, 11/4 by 11:59pm</td>
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<tr>
<td></td>
<td>Wednesday, 11/2</td>
<td>Chapter 28</td>
<td></td>
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<tr>
<td>12</td>
<td>Monday, 11/7</td>
<td>Chapter 29</td>
<td>Out-of-Class Assignments due Friday, 11/11 by 11:59pm</td>
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<tr>
<td></td>
<td>Wednesday, 11/9</td>
<td>Chapter 30</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Monday, 11/14</td>
<td>Chapter 31</td>
<td>Out-of-Class Assignments due Friday, 11/18 by 11:59pm</td>
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<tr>
<td></td>
<td>Wednesday, 11/16</td>
<td>Chapter 32</td>
<td></td>
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<tr>
<td>14</td>
<td>Monday, 11/21</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Monday, 11/28</td>
<td>Chapter 33</td>
<td>Out-of-Class Assignments due Friday, 12/2 by 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Wednesday, 11/30</td>
<td>Chapter 34</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Monday, 12/5</td>
<td>Course wrap-up</td>
<td></td>
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<td></td>
<td>Monday, 12/12</td>
<td>Final Exam</td>
<td>Final Exam (online)</td>
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<tr>
<td></td>
<td>1:45-4:15pm</td>
<td>(Chapters 11-12 &amp; 27-34)</td>
<td></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. As a courtesy, please email the instructor in advance of class if you are going to be absent for any reason.

**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. Assignments and exams missed due to unexcused absences or tardiness may **NOT** be made up. Failing to turn in or show up on time for an assignment or exam will automatically result in a score of **ZERO (0)** for that item.

**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**
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.

**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, November 11 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:*

*Recommended but not required supplementary textbook(s) is/are:*
The online access code above comes with an e-book version of the text. You may additionally purchase the textbook if you prefer to have a paper copy.
Any other readings will be provided via Blackboard or in class. Students will occasionally be asked to print copies of readings and bring them along to class. Cooperation is expected, and students may not be able to fully or meaningfully participate in class discussions and activities on those days if they do not bring their own copies. Extra copies will not be available.

**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, contact students, and post grades for assignments and examinations. Students can also access the McGraw-Hill Connect® online modules via the links provided on Blackboard. *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 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](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& 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.