I. **COURSE DESCRIPTION**
Instruction and participation in a variety of individual/dual sports and recreational activities.

II. **RATIONALE**
Emphasis in this course is placed on developing a working knowledge of both traditional and non-traditional individual and dual sport/recreational activities.

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 dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession and to maintain ethics and personal integrity.

IV. **PROGRAM STUDENT LEARNING OUTCOMES**
A. **BS Kinesiology EC-12 Kinesiology**
   1. Knowledge of movement skills
   2. Knowledge of health-related physical fitness
   3. Knowledge of physical education programs

B. **BS Kinesiology Exercise Science**
1. Knowledge of fitness and exercise

C. BS Kinesiology Pre-PT/OT
2. Knowledge of fitness and exercise

V. TExES COMPETENCIES
Physical Education (EC-12)
Domain I – Movement Skills and Knowledge
Competency 001 – The teacher understands and applies principles of motor development and motor learning.
Competency 002 – The teacher understands principles and practices for developing, combining and integrating motor skills.

Competency 003 – The teacher understands and applies knowledge of movement concepts and biomechanical principles.

Competency 004 – The teacher understands and applies knowledge of individual, dual and team sports and activities.

Competency 005 – The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities and outdoor pursuits.

Domain II – Health Related Physical Fitness
Competency 006 – The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.

Competency 007 – The teacher understands principles and activities for developing and maintaining cardiovascular endurance.

Competency 008 – The teacher understands principles and activities for developing and maintaining flexibility, posture, and muscular strength and endurance.

Competency 009 – The teacher understands health and wellness concepts, including those related to nutrition, weight control and stress management and analyzes ways in which personal behaviors influence health and wellness.

Domain III – The Physical Education Program
Competency 010 – The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.

Competency 011 – The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning
environments and opportunities that promote students’ development in various domains (e.g., cognitive, social, emotional).

**Competency 012** – The teacher understands the structure, organization, goals and purposes of physical education programs.

**Competency 013** – The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid and risk management.

VI. **COURSE OBJECTIVES/LEARNING OUTCOMES**

Given lectures, discussions and experiences the student will be able to:

1. Demonstrate practice techniques, teamwork skills and work ethic.
2. Demonstrate and become familiar with the various individual and dual sports and games.
3. Demonstrate and learn the basic rules governing each activity.
4. Demonstrate, attend and actively participate in each activity to insure adequate understanding of each activity.
5. Demonstrate the ability to modify games and activities to increase student engagement and learning.

VII. **COURSE TOPICS**
The following is a tentative list of activities we will participate in throughout the semester. More may be added depending on the progress of the class.

1. Kick Ball
2. Whiffle ball
3. Dodgeball
4. Raiderball
5. Floor hockey
6. Weight Training

VIII. **INSTRUCTIONAL METHODS AND ACTIVITIES**
1. Hands-on demonstration, participation in drill activity and participation in competition

IX. **EVALUATION AND GRADE ASSIGNMENT**
1. Attendance and Participation 75 points
2. Group Assignments 100 points
3. Group teaching 50 points
4. Group review 50 points
5. Individual review 25 points
6. Final 100 points
Total class points possible = 400 points

Grading Scale
90-100% = A 80- 89% = B 70- 79% = C 60- 69% = D Below 60% = F
X. COURSE SCHEDULE AND CLASS POLICIES

Course Outline

* Please be aware that these activities are subject to change

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Syllabus, Consent, PARQ, Icebreaker</td>
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<tr>
<td>2</td>
<td>Intro to Individual/Dual/Lifetime Sports &amp; Activity</td>
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<tr>
<td>3</td>
<td>Activity 1/2</td>
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<tr>
<td>4</td>
<td>Present plan</td>
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<td>5</td>
<td>Activity 2/3</td>
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<td>6</td>
<td>Activity 2 /3</td>
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<tr>
<td>7</td>
<td>Present plan</td>
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<tr>
<td>8</td>
<td>Activity 4/5</td>
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<tr>
<td>9</td>
<td>Week 10; (18\textsuperscript{th}, 20\textsuperscript{th}, 22\textsuperscript{nd})- Activity 4/5</td>
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<tr>
<td>11</td>
<td>Present Plan</td>
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<tr>
<td>12</td>
<td>individual review</td>
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<td>13</td>
<td>Group grades and review</td>
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<tr>
<td>14</td>
<td>Presentations</td>
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<tr>
<td>15</td>
<td>Presentations</td>
</tr>
<tr>
<td>16</td>
<td>Final (BB)</td>
</tr>
</tbody>
</table>

1. Attendance is required and expected. Two (2) unexcused absence will be allowed for the semester and any unexcused absences after that will result in a deduction of points from your FINAL grade. Excused absences can be arranged with proper notification.

2. Cell phones are not to be used in class and must be either turned off or set to vibrate during class.

3. You are responsible for the material covered in class (i.e. Assignments, group presentation) regardless if your absence is excused or not.

4. Exercise is a major part of this class, proper attire will be required (gym shoes, athletic shorts/sweat pants, and a t-shirt).

5. Not participating in class activities will cause a reduction in final grade.
6. Please be on time to class. Excessive lates or late arrivals will be treated as an absence.

7. 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.

XI. TEXTBOOK(S)

The textbook(s) adopted for this course is/are: N/A

XII. BIBLIOGRAPHY

The knowledge bases that support course content and procedures include: N/A

XIII. GRADE APPEALS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes the 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 the 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.tamu.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: 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. (Taken from Texas A&M University Corpus Christi Graduate Catalog 2002-2003, pgs. 24-25; or Undergraduate Catalog 2002-2003, pgs. 35-36)

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.

XXI. DISABILITIES ACCOMODATIONS

The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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

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

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 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 as 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 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.