
Independent Study Course Syllabus

Course Number: PED 908

Course Title: Individual Sports

☐ Online ☒ Distance Learning

Instructor: Anita Young Phone number: (559) 709-5551 or (800) 996-8640 Email: : atlucy@comcast.net Other Contact Information:	Units: 3 Grade Level: K-12
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Course Description:

This course will provide information and structure required to build quality individual sports units to encourage participation in regular physical activity for lifelong fitness. Course work will include sport history, rules, practice routines, strategies, sport-specific physical conditioning exercises, and selection of proper attire and equipment. A variety of instructional information will be provided at current website addresses for up-to-date access to information regarding individual sports. Methods and techniques for teaching individual sports will meet specific national standards for physical education and may be applied to meet your state requirements for endorsement and recertification for physical education (Please check with your state). Students will be asked to select any individual sports to complete their assignments.

Course Dates

This course is self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Email Communication – I encourage email communication. The subject line of all emails must contain the course number, your last name, and first name. For example: “PED 908, Young, Anita”. Emails sent without this subject line might not be opened. Emails with no subject in the subject will definitely not be opened.

Standards Based Instruction

The course addresses the following National Standards for Physical Education as endorsed by the Society of Health and Physical Educators (SHAPE): and are addressed throughout this course. Specific standards are identified with various lessons presented in the classroom applications.

SHAPE America's National PE Standards:

<http://www.shapeamerica.org/>

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

This course addresses the following Core Propositions as described by The National Board for Professional Teaching Standards (NBPTS).

The Five Core Propositions

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released **A Nation Prepared: Teachers for the 21st Century**. Shortly after its release, NBPTS issued its first policy statement: [What Teachers Should Know and Be Able to Do](#) (PDF - 104kb). This policy set forth our vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

- **Proposition 1: Teachers are committed to Students and Their Learning** NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. NBCTs understand how students develop and learn. They respect the cultural and family differences students bring to their classroom. They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships. NBCTs are also concerned with the development of character and civic responsibility.
- **Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.** NBCTs have mastery over the subject(s) they teach. They have a

deep understanding of the history, structure and real-world applications of the subject. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.

- **Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.** NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. NBCTs know how to assess the progress of individual students as well as the class as a whole. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.
- **Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.** NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
- **Proposition 5: Teachers are Members of Learning Communities.** NBCTs collaborate with others to improve student learning. They are leaders and actively know how to seek and build partnerships with community groups and businesses. They work with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. They know how to work collaboratively with parents to engage them productively in the work of the school.

National Standards

Become familiar with the Physical Education Benchmarks and Health Standards, which your school district covers. I've also included websites where you can find educational standards. For each of the lessons you develop in the coming assignment make sure to address an educational standard.

Primary Learning Outcomes

The students will:

- Develop knowledge and skill to teach a variety of individual sports activities. (SHAPE Standard 1 and 2).
- Identify and integrate national standards into different aspects of their teaching as demonstrated by coursework and seen through lesson plans (SHAPE Standard 1 and 2).

- Develop an understanding of rules and strategies for playing selected individual sports. (SHAPE Standard 2 and 3).
- Analyze and compare health fitness benefits derived from participating in selected individual sports. (SHAPE Standard 3)
- Develop cooperative learning methods for student presented materials on games and co-curricular materials. (SHAPE Standard 4 and 5).

Course Objectives

Experiences in this course are intended to provide opportunities for students to accomplish the following:

- Develop knowledge and skill to teach a variety of individual sports activities.
- Develop an understanding of rules and strategies for playing selected individual sports.
- Make a commitment to physical activity as an important part of one's life.
- Practice the skills of a variety of individual sports and lifetime activities.
- Design skill and practice procedures to improve skills and strategy in a sport.
- Describe and list equipment and practices that prevent or reduce injuries.
- Evaluate risk and safety factors that may affect individual sports preference.
- Identify and follow safety procedures when participating in individual sports.
- Analyze and compare health fitness benefits derived from participating in selected individual sports.
- Identify and integrate your state standards for physical education into all aspects of your sport units and lessons.
- Evaluate and list websites you found useful in completing all projects and assignments required in this course.
- Teach physical activities that can be implemented in everyday life.
- Become familiar with concepts and findings presented in the textbook.

Course materials: Textbook not included

Text of your choice

Additional Resources:

- <http://pecentral.org>
- <http://www.shapeamerica.org>

PDF Files Online

- Course Format:
- Online and Correspondence
- <http://www.healthpeonline.com/anita-young/>

Schedule of assignments:

1. Student will email instructor with a short introduction and any questions or concerns when they receive their material. Instructor will respond accordingly.
2. Student will review the information in About Fresno Pacific University
3. Browse through the textbook of your choice. (Text Exploration Project)

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To register for courses go to <http://ce.fresno.edu/cpd> and log in

4. Develop, teach, and evaluate a series of lessons to adapt to classroom practice for a selected sport.
5. Visit two websites and complete each website evaluation activity.
6. Students will research, select and prepare three skills/drills that relate to the instruction and practice of their selected sport.
7. Unit course activity: using a calendar creates a two-week lesson plan or teaching unit for one individual sport.
8. Outline the daily activities to be covered, including warm-ups, task progression, lead up game, playing strategies, terminology, history, rules, etiquette, safety, expense, potential, and benefits.
9. Identify and integrate your SHAPE standards for physical education into all aspects of your sport units and lessons
10. Field observations: students will be required to visit, observe a sport of their choice and report and critique the activity.
11. Design two handouts on two different sports. These handouts will list play rules and scoring directions. Specify safety rules and procedures for handling and taking care of equipment.
12. Develop a quiz for each rules handout to assess understanding of rules of play.
13. Student will participate in a personal sport activity and fill out a personal participation verification report.
14. Student will email instructor when course work is completed. Students will indicate when work will be mailed and answer the evaluation questions at the end of the workbook.
15. Once you complete the course please go to www.fresno.edu/cpd and complete the grade form online.
16. To expedite the grading process, you have the option of sending all completed work in ONE email, instead of mailing.

Evidence of Learning (based on course rubrics)

- Course instructor observed evidence of course objectives through reflective writing assignments
- Course instructor observed evidence of course objectives through lesson plans designed with accommodations
- Course instructor observed evidence of course objectives as demonstrated by student's interview, article review, and goal setting.

Grading Criteria

Email correspondence to instructor.....	5%
• Beginning evaluation	
• Ending evaluation	
Text exploration project.....	5%
Series of three lessons for classroom practice on a selected sport.....	10%
Prepare 3 skills/drills for a selected sport.....	10%

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Website evaluations (2 pages).....	10%
Unit course activity: 2 week study unit for one sport.....	20%
Integrate standards for PE in sport units and lessons.....	10%
Design 2 handouts for 2 sports to identify rules for play and scoring	10%
Develop a quiz for each handout to assess understanding.....	5%
Personal sport participation report.....	10%
Field observation critique.....	5%

Scoring Rubric

To receive an A the following criteria must be met:

- Completion of all assignments with some original thought and thoroughness in response to all items in prompts.
- Student's work contains few errors in spelling/grammar/mechanics.
- Citations of sources used in all papers. (If necessary)
- Work supports opinions/positions with logical reasons.
- Thoughtfully utilized observational skills to complete assignments.
- Addresses SHAPE Standards for Physical Education.
- All work is realistic, completely inclusive, socially sensitive, and positive.

To receive a B the following criteria must be met:

- Completion of all assignments but does not clearly or specifically exhibit original thought, comprehensiveness, or thoroughness in responses to prompts.
- Student's work contains few errors in spelling/grammar/mechanics, which do not interfere significantly with comprehension.
- Work does not support original opinions with clear reasons or explanation.
- Does not utilize observational skills.
- Addresses only some SHAPE Standards
- Work is realistic but not completely inclusive, socially sensitive, or positive.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or

task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.
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It is essential that you...

Mail or **email** the completed materials when you have finished the course in the enclosed self-addressed envelope.

If you have any questions, please feel free to call me at (559) 709-5551(cell) or 1-800-996-8640 or email at atlucy@comcast.net.

*****Important*** Make sure you keep a copy of all your work. Although it is unlikely that your packet will get lost in the mail, it is definitely untimely if it does! Fresno Pacific's Policy is that all course work must be completed again if copies of course work were not made! If you have any questions, please feel free to email me.**