

Independent Study Course Syllabus

Course Number: PED 912

Course Title: Teaching Secondary Physical Education

☐ Online ☒ Distance Learning

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Units: 3

Grade Level: 9-12

Course Description

This course will prepare students to understand and implement either nationally-recognized or California-adopted Content Standards. The course is designed to be an effective balance between learning the content needed to be an effective Physical Education teacher and applying the pedagogy needed to effectively teach the content. Course assessments are designed to show that the knowledge gained can carry over to processing and effectively utilizing it within the Physical Education setting. Students will also be exposed to resources which can be ongoing sources of information for effective teaching in the future.

Course Dates

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.

Course Material:

Textbook: Darst, Paul W. and Pangrazi, Robert P. (2002). Dynamic Physical Education for Secondary Students. (6th edition). San Francisco, CA: Benjamin Cummings.

(In order to save you money, this textbook is not included in the cost for the course. Information is provided for you purchase a used book if you choose.)

Handouts: Textbook overview questions, discipline guidelines, discipline steps, classroom behavior rules, observation guidelines, lesson plan format guidelines and research paper guidelines.

Web sites: Students will need to have access to the web. Students will use the web in order to learn more about their professional organization and to discover resources that will aid them both in completing their Research Paper and in learning about sites that will be able to support their teaching in the future.

Course Requirement:

In order to receive credit for this course, you must successfully complete each of the following assessments. The assignments are designed to build upon one another, so you are requested to complete them in the order listed.

1. Students will answer questions from chapters in the textbook. This will provide a solid foundation for the assignments that will follow. Assignments from the textbook chapters include: Classroom behavior rules, a discipline plan, using a form to analyze instructional effectiveness, constructing a round-robin tournament, constructing a single elimination tournament, and memorizing some key muscles involved in exercise, and MyPyramid assignment. (520 points total)
2. Students will write up observations of two secondary school Physical Education classes. (40 points each)
3. Students will design, teach and have someone evaluate two lesson plans that are designed according to either the textbook format based on NASPE or on the format of their State standards. (100 points each)
4. Students will write one 4-6 page research paper which will clarify the importance of Physical Education in the school curriculum. (200 points)

National Content Standards

The contents of this textbook and course tie in with the National Association for Sport and Physical Education (NASPE) The national Standards are available at the web site below.

<http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Students are encouraged to either incorporate the national standards or the appropriate state standards when designing their lesson plans.

This course also ties in with the Physical Education Teacher Education (PETE) standards.

<http://www.aahperd.org/naspe/standards/nationalStandards/PETEstandards.cfm>

Primary Learning Outcomes:

Students who successfully complete the course will be able to:

1. Understand and apply scientific and theoretical concepts critical to the unique contributions of Physical Education within the overall school curriculum. (PETE St. 1)

2. Demonstrate and apply knowledge and skills necessary in both movement performance and health-enhancing fitness and show understanding of the impact of both on the development of adolescents. (PETE St.2)
3. Design and implement lesson plans which are developmentally appropriate and which are aligned with either state or national standards. (PETE St. 3)
4. Identify and meet the diverse needs of all students. (PETE St. 3)
5. Identify and apply a variety of both communication skills and pedagogical skills and strategies that can be used to enhance student engagement and learning. (PETE St. 4)
6. Identify characteristics of effective teaching strategies through observation, assessment, and reflection. (PETE St. 5)

Evidence of Learning

- In the textbook chapter questions, the instructor will be looking to see that the student understood the key elements as indicated by a clear description of the topic. This should not be a mere repeating of the content but rather a self-worded summary which shows understanding of the material in context.
- In the observation write-ups, the instructor will be looking to see that the student can begin to identify key instructional practices that can enhance student learning. Students should also be looking for practices that either hinder effective teaching/learning or are time wasters.
- In designing lesson plans, the student should be careful to include all elements that are included in the text that make up a well-rounded plan. Students should always keep in mind the two overarching goals of any physical education lesson plan: to teach specific psychomotor skills and to get the students to be active.
- The Research Paper is designed to tie everything together. Students should be able to clearly identify, based on research, the benefits of physical activity in general and specifically the need for Physical Education in our schools. The paper should cover all elements asked for in the assignment and clearly cite the sources both within the body of the paper and at the end of the paper as indicated by the APA or MLA style of writing.

Grading Policies and Rubrics

Total points for the course = 1,000

A = 900 points or more and successful completion of all assignments.

B = 800-899

CR = 800 points or more.

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted. (see Evidence of Learning above)
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive an A grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be

notified with further instructions from the instructor.

Grading Rubrics

A: Writing is clear, succinct, and reflects graduate level expectations. There is a clear indication that the student understands and is able to articulate the points asked for. All assignments are complete and are up to this superior quality.

B: Writing is acceptable with very few mistakes in grammar and spelling. The student gives indication of understanding the main points but is not quite so clear in articulating his/her view. All assignments are satisfactorily completed.

No-Credit: Writing contains noticeable mistakes in grammar and spelling. Student doesn't understand key concepts of the topic or course. There are sections that are either incomplete or are not correct.

Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the grade form. Students will submit grade form along with completed assignments via traditional mail when coursework has been completed.

Instructor/Student Contact:

This course is designed to be completed via independent study according to the student's own pace and time schedule. However, the instructor desires to be a resource for the student as he/she works their way through the course. Feel free to contact the instructor at any point during the course when you may have questions or need clarification on something. At a minimum, I would like to receive contact from you when you receive your packet, after you have completed the textbook assignments and as you are wrapping up the last of the assignments. Please give me some brief feedback at these points in the course so I can get a sense of where you are in your thinking. The preferred method of communication is the email address that I provided at the beginning of this syllabus. If you need to discuss something more complicated, it is probably best to email me and we can arrange a time for a phone conversation. **Whenever you contact me, please make sure your name is clearly shown and the course name and/or number is clearly noted.** Thanks.

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 exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components.
Written Communication: Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.
Content Knowledge: Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will reflect on their personal and professional growth and provide evidence

of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.
Moral Reasoning: Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view.
Service: Students will demonstrate service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.
Quantitative Reasoning: Students will accurately compute calculations and symbolic operations and explain their use in a field of study.
Information Literacy: Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.