

GEORGE MASON UNIVERSITY  
Department of Health, Fitness and Recreation Resources  
PHED 273 – Net and Target Games (2 credit hours)  
Spring 2012

DAY/TIME: Tuesday and Thursday  
10:30-11:45 am  
OFFICE LOCATION: OCC 228 (PW) By Appt  
PHONE NUMBER: 703-993-7157  
LOCATION: RAC Classroom and Cage Gym  
EMAIL ADDRESS: [adegrego@gmu.edu](mailto:adegrego@gmu.edu)  
INSTRUCTOR: Tony DeGregorio

PREREQUISITES: None

**COURSE DESCRIPTION:**

Skill and content knowledge in net and target games. The course includes skill progression, strategies, officiating, and authentic assessment in games such as volleyball, tennis, badminton, table tennis, bowling and golf.

**Notes:** Open to BPRE and BSED PHED majors only

**COURSE OBJECTIVES**

At the completion of this course students should be able to:

1. Demonstrate effectively critical skills in net/target games included in the course.
2. State and apply games rules related to the different net/target games included in the course.
3. Provide the history of game originations and modifications over time for each net/target games included in the course.
4. Identify and use critical strategies related to each net/target games included in the course
5. Select and administer appropriate, valid and reliable skill tests to peers.
6. Utilize rubrics as part of student assessment and apply examples of authentic assessment.
7. Interpret results of skills tests.
8. State the modified and official equipment needed to practice each of the net/target games included in the course.
9. Adapt games to decrease and increase difficulty for teaching purposes.
10. Organize different types of tournament such as single elimination, double elimination and round robin.

Further, upon completion of this course, students will meet the following professional accreditation standards:

National Initial Physical Education Teacher Education Standards, National Association for Sport and Physical Education (NASPE)

*Standard 1: Scientific and Theoretical Knowledge*

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

*Standard 2: Skill and Fitness Based Competence\**

*Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.*

**NATURE OF COURSE DELIVERY: FACE TO FACE**

**REQUIRED READINGS/TEXT**

- Dougherty, Neil (edited by). *Physical Activity & Sport for the Secondary School Student (5th edition)*. Reston, VA: AAHPERD Publications, 2002.

EVALUATION Individual assignments are graded on the point basis designated in parenthesis.

Requirement #1 - Participation [20%] - 200 pts (7.14 points/class attended) - Rubric located on *Blackboard*

- Attendance at all classes is expected. This is a hands-on, participatory course – you expected to be in attendance. Absenteeism will be reflected in one's final grade.
- Based on quality and quantity of daily participation, behavior, attitude, individual growth and group work in all classes.
- Class periods have been arranged into discussion and activity sessions. **Please be sure to come prepared to each class period dressed and ready for active participation in a variety of activities.**
- Based on assignments of various kinds related to readings, discussions and questions/issues.

Requirement #2 Pedometer Activities per class [10%] 100 points – each activity portion of class will contain pedometer movement goals that students are expected to achieve

- Students are expected to know how to use the pedometer [per instruction] per each class
- Be knowledgeable of steps taken through out class and post their score on the attendance roster sheet at the end of class
- Students are expected and on their honor to post the score noted on the pedometer
- Scoring rubric for pedometer steps is located on *Blackboard*.

Requirement #3 - Worksheets [30%] 300 points = 16.67 points each [18]

- Worksheets for each net and target activity we will cover are located on *Blackboard*.
- Worksheets should be completed prior to each introductory class lecture of that specific activity. [See *Tentative Class Schedule* - due dates noted].
- Worksheets will receive partial credit after lecture has begun! Tardy worksheets will receive further partial credit. If you expect to be absent, it is your responsibility to get worksheets to me prior to class.
- You are on your honor to complete each worksheet in preparation for lesson to be covered. Worksheets are not intended to be "busy work" but an overall preparation for upcoming lessons/lectures, to reinforce class topics as well as something you could refer to in the future.
- In some cases, work will be completed in class therefore, absent students during an in-class assignment/worksheet lose the opportunity to receive credit

Requirement #3 Activity Portfolio [10%] 100 points - An accumulation of evidence about activities studied and experienced in PHED 273 & PHED 275. The intention of this portfolio is for students to refer to in the future.

- Contents to include skill and activity worksheets, Related Critical Elements worksheets, Sport Specifications worksheets and miscellaneous samples of student work.
- Cover should include your name and the title *Professional Portfolio Activities and Experiences PHED 273 (Net & Target Games) & PHED 275 (Field & Invasion Games)*, and maybe a graphic related to class subject
- A 3-ring binder
- Tabs to find things easily (One major tab for PHED 273 and others for skill and activity worksheet subject areas and one major tab for PHED 275 and others for skill and activity worksheet subject areas).
- Display your documents in plastic protective pages [optional]

No spelling errors. Grammar is correct. Neat, clean, and well- organized. . Rubric located on *Blackboard*.

Requirement #4 Motor Skills Development [10%] 100 points

As pre-service teachers and future physical educators, you should have developed or will develop the critical elements needed to present the basic skills of the activities involved with this course. You will be assessed through out this course on the motor skills relative to volleyball, tennis, badminton, table tennis, bowling and golf. . Rubric located on *Blackboard*.

**FINAL EXAM**      **Written Objective [20%]**      **200 Points**

- Multiple-choice, comprehensive to include classroom lecture, discussion, worksheets, above requirements & text reading references.

Grading Scale Breakdown

✓ Participation [28 classes]	20%	200 Points	<i>Attendance = 7.14 points per class</i>
✓ Pedometer Activities	10%	100	
✓ Worksheet [18]	30%	300	16.67 ea
✓ Activity Portfolio	10%	100	
✓ Motor Skills Development	10%	100	
✓ Final Exam	20%	200	
<b>TOTAL 100% 1000 Points</b>			

Grading Scale			
900 - 1000	Points	=	A
890 - 899	Points	=	A-
850 - 889	Points	=	B+
800 - 849	Points	=	B
790 - 799	Points	=	B-
750 - 789	Points	=	C+
700 - 749	Points	=	C
600 - 699	Points	=	D
599 or less	Points	=	F

- Your GMU email address and Blackboard ([//blackboard.gmu.edu](http://blackboard.gmu.edu)) are required in this class. You will retrieve assignments and course materials from these sites.

TENTATIVE COURSE SCHEDULE [pages 5 - 7]

*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

*Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.



## Tentative Class Agenda

Topics - Tuesday	Topics - Thursday	READINGS/ASSIGNMENTS DUE
<ol style="list-style-type: none"> <li>1. Introduction – Class protocols, Review of Syllabi/Agenda</li> <li>2. Net Games [pp] - Locomotor Travel/Space Awareness, Effort &amp; Relationships Skills – <i>Graham’s Wheel</i></li> <li>3. Equipment Preparation – set up standards in Cage Gym – set up teams</li> <li>4. Related activity – Rally Volleyball</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum Overview/Review – ES, MS, HS</li> <li>2. <i>Sport to Skill - Graham’s Wheel</i> [C] - Instructional Skill Themes</li> <li>3. Worksheet Req. review (Activity, Skill) – procedure, expectations (Team Handball)</li> <li>4. Sample Progression of Activities that lead up to Volleyball [activity]</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Bring Graham Wheel [C] to class TR</i></li> <li>• <i>Sport to Skill [worksheet] [copy, bring to class TR]</i></li> <li>• <i>Bring Team Handball Activity worksheet sample to class TR [on BB]</i></li> </ul>
<ol style="list-style-type: none"> <li>1. <i>Sport to Skill worksheet review</i></li> <li>2. <i>Volleyball Activity worksheet review</i></li> <li>3. Related activity – overhead, forearm pass drill, “Serve Em Up”               <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Volley/Striking Skills worksheet review</i></li> <li>2. <i>Related Critical Elements (Striking) worksheet review</i></li> <li>3. Striking Skills Critical Elements Instruction, “Crazy Volleyball”, “Score-Score-Score” [activity]               <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• <i>Sport to Skill worksheet due TU</i></li> <li>• <i>Volleyball Activity worksheet due TU</i></li> <li>• <i>Related Critical Elements (Striking) worksheet due TR</i></li> <li>• <i>Volley/Striking Skills worksheet due TR</i></li> </ul>
<ol style="list-style-type: none"> <li>1. <i>Net Sport Specifications Volleyball worksheet review</i></li> <li>2. Teaching game rules, scoring and rotational procedure</li> <li>3. “Newcomb” &amp; modifications to volleying [activity]               <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Distribute activity groups - Team Play procedures/expectations</li> <li>2. Timed Games/Activities [pp]</li> <li>3. Team Play [activity]               <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> <li>○ Wallyball?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• <i>Net Sport Specifications Volleyball worksheet due TU</i></li> <li>• <i>Bring PHED 275 text, <u>Physical Activity &amp; Sport for the Secondary School Student</u></i></li> </ul>
<ol style="list-style-type: none"> <li>1. Team Play               <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> <li>○ &amp; Wallyball?</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Team Play               <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> <li>○ &amp; Wallyball</li> </ul> </li> </ol>	
<ol style="list-style-type: none"> <li>1. Round Robin Tournament               <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> <li>○ &amp; Wallyball?</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Sport to Skill - Instructional Skill Themes review - Short Handed Implements SHI</i></li> <li>2. <i>Tennis Activity Worksheet review</i></li> <li>3. Sample Progression of Activities that lead up to Tennis &amp; Pickle-ball [activity]               <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• <i>Sport to Skill [worksheet] [bring to class TR]</i></li> <li>• <i>Tennis Activity worksheet due TR</i></li> <li>• <b>READ C</b>, Striking with Rackets &amp; Paddles, C27</li> <li>• Note-Pickle-ball Activity worksheet available on BB</li> </ul>
<ol style="list-style-type: none"> <li>1. Visual Tracking [pp]</li> <li>2. <i>Short Handed Implements worksheet review</i></li> <li>3. Related activity – Tennis &amp; Pickle-ball -</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Related Critical Elements (SHI) worksheet review</i></li> <li>2. Tennis &amp; Pickle-ball - Teaching game rules, scoring and procedure</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Short Handed Implements worksheet due TU</i></li> </ul>

<p>grip, volley, ground strokes, ready position ____</p> <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> </ul>	<p>3. Tennis &amp; Pickle-ball - Related activity – serve ____</p> <ul style="list-style-type: none"> <li>● Pedometer Post to Sign In Roster</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Related Critical Elements (SHI) worksheet due TR</i></li> </ul>
<p>1. <i>Net Sport Specifications Tennis, Badminton, Table Tennis, Pickle-ball worksheet review</i></p> <p>2. Distribute activity pairings – procedures, expectations, Tennis &amp; Pickle-ball Singles/Doubles Play,</p> <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> </ul>	<p>1. Tennis &amp; Pickle-ball Singles/Doubles Play,</p> <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Net Sport Specifications Tennis, Badminton, Table Tennis, Pickle-ball worksheet due TU</i></li> </ul>
<p>1. <i>Badminton Activity Worksheet review</i></p> <p>2. Related activity – Badminton &amp; Table Tennis - grip, volley, ground strokes, ready position ____</p> <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> </ul>	<p>1. Badminton &amp; Table Tennis - Teaching game rules, scoring and procedure</p> <p>2. Badminton &amp; Table Tennis - Related activity – serve ____</p> <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Badminton Activity worksheet due TU</i></li> <li>● Note- Table Tennis Activity worksheet available on BB</li> </ul>
<p>1. Distribute activity pairings – procedures, expectations, Badminton &amp; Table Tennis Singles/Doubles Play,</p> <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> </ul>	<p>1. Badminton &amp; Table Tennis Singles/Doubles Play</p> <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> <li>○ &amp; Racquetball, Squash?</li> </ul>	
<p>1. Badminton &amp; Table Tennis Singles/Doubles Play, procedures, expectations</p> <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> <li>○ &amp; Racquetball, Squash?</li> </ul>	<p>1. Badminton &amp; Table Tennis Singles/Doubles Play, procedures, expectations</p> <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> <li>○ &amp; Racquetball, Squash?</li> </ul>	
<p>1. <i>Throwing &amp; Catching worksheet review</i></p> <p>2. Related activity – Bocce Ball &amp; Horseshoes ____</p> <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> </ul>	<p>1. <i>Underhand Toss Specifications Bocce Ball, Horseshoes &amp; Bowling worksheet review</i></p> <p>2. Bocce Ball &amp; Horseshoes - Teaching game rules, scoring and procedure</p> <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Throwing &amp; Catching worksheet due TU</i></li> <li>● <i>Underhand Toss Specifications Bocce Ball, Horseshoes &amp; Bowling worksheet due TR</i></li> </ul>
<p>1. <i>Related Critical Elements (T/C) worksheet review</i></p> <p>2. <i>Bowling Activity Worksheet review</i></p> <p>3. Bowling - Related activity ____</p> <p>4. Bowling - Teaching game rules, scoring and procedure</p> <ul style="list-style-type: none"> <li>○ Pedometer Post to Sign In Roster</li> </ul>		<ul style="list-style-type: none"> <li>● <i>Related Critical Elements (T/C) worksheet due TU</i></li> <li>● <i>Bowling Activity worksheet due TU</i></li> </ul>
<p>1. <i>Long Handled Implement LHI worksheet review</i></p> <p>2. <i>Related Critical Elements (LHI) worksheet review</i></p>	<p>1. <i>Target Game Specifications Golf, Croquet worksheet review</i></p> <p>2. Golf - Teaching game rules, scoring and procedure</p>	<ul style="list-style-type: none"> <li>● <i>Long Handled Implement LHI worksheet due TU</i></li> <li>● <i>Related Critical</i></li> </ul>

3. Related activity – golf, croquet ____ <ul style="list-style-type: none"> <li>• Pedometer Post to Sign In Roster</li> </ul>	3. Related activity – golf, croquet ____ <ul style="list-style-type: none"> <li>• Pedometer Post to Sign In Roster</li> </ul>	<i>Elements (LHI) worksheet due TU</i> <ul style="list-style-type: none"> <li>• <i>Target Game Specifications Golf, Croquet worksheet due TR</i></li> </ul>
1. <i>Golf Activity Worksheet review</i> 2. Sample Progression of Activities that lead up to Golf [activity] <ul style="list-style-type: none"> <li>• Pedometer Post to Sign In Roster</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Golf Activity worksheet due TU</i></li> </ul>
<b>Final Exam 5/10/2012 TR</b>	<b>TR 10:30 am – 1:15 pm</b>	

*Note: Faculty reserves the right to alter the schedule as necessary.*

**Key:**

**C** = *Children Moving – A Reflective Approach to Teaching Physical Education*, Graham

**VID** = video

**pp** = Power point presentation [on Blackboard]

**TU** = Tuesday

**TR** = Thursday