



GEORGE MASON UNIVERSITY
Undergraduate Studies in Education
School of Recreation, Health and Tourism

PHED 202 – Teaching Skillful Movement
Fall 2011

DAY/TIME:	M-W 12:00 – 1:15 pm	LOCATION: Freedom Center Rm 214
INSTRUCTOR:	Mrs. Linda Krout	OFFICE PHONE: 703-993-2096
OFFICE LOCATION:	Occoquan Bldg. Rm 220	OFFICE HOURS: M W 10:30- 11:30
FAX NUMBER:	703-993-2025	M W 1:30-3:30
EMAIL ADDRESS:	lkrou@gmu.edu	

PREREQUISITES: None

COURSE DESCRIPTION:

Covers planning and presenting lessons on numerous motor skills using varied teaching strategies in a peer teaching session.

COURSE OBJECTIVES

At the completion of this course teacher candidate should be able to:

1. Develop lesson plans for educational gymnastics, rhythm and dance, games and fitness activities that include: instructional objectives, material and equipment needed, safety considerations, instructional tasks with at least two possible modifications to accommodate different skill levels, instructional cues, and organization and management of space, people and equipment.
2. Develop and implement tasks that utilize appropriate progressions and instructional strategies, and take into considerations skill level, learners readiness, and learners' experience.
3. Use managerial and instructional routines to create smoothly functioning learning experiences.
4. Organize and manage time, space, people, and equipment in such a way that every learner gets a fair chance at learning.
5. Describe and use different behavior management strategies according to the level of misbehaviors.
6. Communicate managerial and instructional information verbally and non-verbally (e.g. demonstration, posters, video) to accommodate various type of learners and facilitate learning.
7. Use the pedagogical knowledge gained through lectures, lab, peer-teaching, and professional readings to develop and implement lesson plans that are safe and developmentally appropriate for learners
8. Demonstrate the ability to efficiently set up and use videotaping equipment.
9. Videotape and analyze lessons using various assessment tools in order to reflect and revise practice.

REQUIRED READINGS: Rink, J. (2010). Teaching Physical Education for Learning. (6th ed), Boston: McGraw-Hill.

NATURE OF COURSE DELIVERY: Face-To Face

****Students are responsible for all work conducted in class regardless of being absent. NO late work will be accepted. Email is encouraged when absent but you MUST bring in the assignment the following class to receive full credit.**

REQUIRED FLIP MINO HD VIDEO CAMERA, 8 GB, 2 Hours (2nd Generation) by Flip Video. Amazon.com

EVALUATION

Requirements

Exam #1	= 100pts (20%)
Exam #2	= 100 pts (20%)
3 peer teaching sessions	= 60 pts (12%)
4 assignments	= 60 pts (12%)
Build a Teacher -30	
IA -10	
Social Group -10	
Show & Tell -10	
Videotape Analysis	= 30 pts (6%)
Field Observations (2)	= 50 pts (10%)
Exam # 3	= 100pts (20%)
Total	= 500 pts

Grading Scale

465 – 500=A	450 – 464=A-	435 – 449 =B+	415 – 434=B	400 – 414=B-
385 – 399=C+	365 – 384=C	350 – 364=C-	300-349=D	<300 = F

Attendance Policy

In accordance with the GMU Attendance Policies (University catalog, 2008-2009 p.35), “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

The following scale will be used

- Two (2) absences are permitted
- Two (2) “tardies”*= 1 absence
- Two (2) “early departures”* = 1 absence
- 3 absences = 15 grade points
- Each additional absence= 5 points

*Attendance is taken at 12:00 pm. A student will be considered late once attendance has been taken. Leaving more than 10 minutes before the end of the class will be considered an early departure.

There will be **NO LATE WORK ACCEPTED**. Email is encouraged when absent but you **MUST** bring in the assignment the following class to receive full credit. Once a grade is posted you will have one class from the post date to bring to my attention any discrepancies in the assignment.

TENTATIVE COURSE OUTLINE

Week 1

Jan. 23 (M): GMU classes begin. Course content, expectations. Student Inventory
Define Physically Educated Chapter 1 pp. 3-12. 4 Criteria for a Learning Experience

Jan. 25(W): “Mrs. Fizz Gym Class” LAB Discuss Reflection of Behavior
Sign up for elementary and secondary field observation.

Week 2

Jan. 30 (M): Chapter 10 Planning. Writing lesson objectives and lesson plans. The 3 Learning Domains ppt. Behavioral Objectives, Virginia Standards of Learning Performance Objective Self-Check Assign 2 objectives for each learning domain

Feb. 1 (W): Chapter 5. Content Development and Analysis **6 objectives due.** Discuss Behavior and Content Worksheets Methods of Extension Juggling Scarves GMU Sample LP
Assignment for Peer Teaching #1
READ: Hall of Shame II
Assign: Build a Better Teacher Article

Week 3

Feb. 6 (M): Demonstrations and Teaching Cues
Review Lesson Plan Template and Evaluation.
Assign Lesson plan
Evaluate Sample Lesson Plan READ: Hall of Shame III

Feb. 8 (W): Peer Review of Lesson Plan. Discuss Lesson Plan Rubric.
Review Camera and video equipment
Assign: Self check Performance Objectives
Build a Better Teacher Due Assignment #1

Week 4

Feb. 13 (M): Quiz Chapter 2, Factors that Influence Learning
Assign: Management Lab Preparation Phase
Lesson plan Template and Page 3
READ: Instant Activity Article
Professional Disposition VAHPERD Membership

Feb. 15 (W): **Management Lab (IA) Preparation Phase Due Instant Activity Lab IA Execution Phase due** Assignment #2

Mid- Term

Week 5

Feb. 20 (M): TBA

Feb. 22 (W): **EXAM #1**

Week 6

Feb. 27 (M): Group #1 Peer Teaching and Film Lesson #1. **Lesson Plan Due**

Feb. 29 (W): Group #2 Peer Teaching and Film Lesson #1 **Lesson Plan Due Evaluation from Group #1 Due**

Week 7

March 5 (M): 3 Designing Learning Experiences and Tasks
Assign: Management of People (Social Grouping)
Assign Video Analysis
Evaluation Group #2 Due

March 7 (W): Chapter 4 Task Presentation
READ: Voicing Concerns About Noisy Classroom
Assign Peer Teaching #2
Management Preparation & Execution Phase Due (Assignment #3)

Week 8

March 12 (M): SPRING BREAK
March 14 (W): SPRING BREAK

Week 9 Elementary Field Observation Week

March 19 (M): Giving Directions ppt. Voice Lab
READ: Giving Directions-It's How You Say It
Video Analysis Due #1
March 21 (W): Chapt. 6 Establishing Class Rules, pp. 113-127
Assignment for Peer Teaching #3

Week 10

March 26 (M): Group #1 Peer Teach Lesson #2. **Lesson Plan #2 Observation Journal Due**
March 28 (W): Group #2 Peer Teach Lesson #2. **Lesson plan #2 and Evaluation Group #1**
READ: Knowing the Names of your Students

Week 11

April 2 (M): Chapter 6 Developing & Maintaining a Learning Environment
Review Knowing the Names of your Students
Evaluation Group #2 due
April 4 (W) **EXAM # 2**
READ: Redefining Classroom Management

Week 12

April 9 (M): Chapt. 6, Handling Misbehaviors pp. 122-128
Show Tai Chi, Review Redefining Classroom Management
Discuss "Breaking up Fights" Assign Show and Tell Lab
Video Analysis II Due
April 11(W): **SHOW & TELL LAB** in the gymnasium. Review Lab Report (Assignment #4)

Week 13 Secondary Field Observation Week

April 16 (M): Chapter 7, Teaching Functions during Activity READ: Redefining Classroom Management Chapter 8, Teaching Strategies
April 18 (W): Teaching Games for Understanding. Badminton Activity

Week 14

April 23(M): Peer Teach and film Lesson Plan #3. **Lesson Plan #3 Due**
Journal Observation Due
April 25(W): Peer Teach and Film Lesson Plan #3 from Group #2. **Lesson Plan #3 Due**
Evaluation from Group #1

Week 15

April 30(M): Chapt. 12, Teaching Games, pg. 276-286. The Game Stages Worksheet
Receipts for VAHPERD Membership Due Professional Disposition
Evaluation from Groups #2 Due Video Analysis III due

May 2 (W): **EXAM #3**

Week 16

May 7 (M): READING DAY.

FINAL EXAM: Per Final Exam Schedule, Monday, May 14, 2012 **10:30am-1:15 pm**

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.

