

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Health and Physical Education
PHED 275 (001) – Field & Invasion Games
2 Credits, Fall 2016

Thursdays 10:30 am-1:10 pm, RAC 2203 (Classroom) and 2227B (Cage Gym)

Faculty

Name: Mr. Tony DeGregorio

Office hours: Wednesdays 12:30-1:30 pm, Science & Tech Campus; Thursdays 1:30-2:30 RAC

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Prerequisites/Co-requisites:

None

Note: Open to BPRE and BSED PHED majors only.

University Catalog Course Description

Skill and content knowledge in field and invasion games. Includes skill progression, strategies, officiating, and authentic assessment in activities such as softball, basketball, soccer, field events, and Ultimate Disc.

Course overview

1. Participate [listen, respond, present, discuss] in a thoughtful, informed constructively critical manner.
2. All written work [papers, projects and tests] carefully and promptly done. Unauthorized late assignments will automatically receive a grade lower than if it were completed on time.
3. Give evidence of having read significantly from text, current periodicals, or equivalent sources evidenced by comments and questions in discussions and presentations or citations in written work.
4. Confer with the instructor when the need arises.
5. Modeling - For each team sport/field and invasion game, instructor will present a basic skill[s] application and/or strategies lesson. Lessons will consist of motor development, motor learning and/or biomechanics that relate to the skill[s].

Course Delivery Method

This course will be delivered using a Lecture format and lab activities.

Learner Outcomes or Objectives

This course is designed to enable students to do the following

1. Demonstrate effectively the motor skills central in each team sport/field and invasion game in this course.
2. Provide the history of game originations and modifications over time for each team sport/field and invasion game included in this course.
3. Show key strategies used in each team sport/field and invasion game during play.
4. Select and administer appropriate, valid and reliable skill tests
5. Utilize rubrics as part of student assessment and apply examples of authentic assessment
6. Interpret skill test data and use as feedback for learners
7. Organize different sporting events such as meets and tournaments
8. Show working knowledge of team sport/field and invasion game rules by actively officiating

Professional Standards

Upon completion of this course, students will have met the following professional standards: *National Standards for Initial Physical Education Teacher Education (2008)* (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.
Standard 3: Planning and Implementation	Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
Standard 4: Instructional Delivery and Management	Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
Standard 5: Impact on Student Learning	Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.
Standard 6: Professionalism	Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Required text

Dougherty, N. (2010). *Physical Activity & Sport for the Secondary School Student* (6th ed.). Reston, VA: AAHPERD Publications.

Sientotop, D., Hastie, P., van der Mars, H. (2011). *Complete Guide to Sport Education* (2nd ed.). Champaign, IL: Human Kinetics.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, or hard copy as requested).

- 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.

• Assignments and Examinations

Requirement #1 - Participation [15%] - 150 pts (10 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, 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 team sport activities.
- Based on assignments of various kinds related to readings, discussions and questions/issues.

Requirement #2 - Worksheets

Skill Worksheets [10%] points each	100 points = 5 @ 20
Instructional Worksheet Assignments [10%] points each	100 points – 5 @ 20

- Worksheets for each field and invasion 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 – *Sport Education & Tactical Games Model* Learning Activity Presentation [20%] 200 points – 2 @ 100 points each

Presentation #1 Sport Education Model

- You will be assigned a group and will prepare & present one scheduled *Sport Education* designed/modified lessons using the following criteria_– (Rubric Criteria for evaluating your *Sport Education* Learning Activity Presentation is located on *Blackboard*)
- Each assigned group will consist of instructional roles [each role responsibility and necessary items for each group presentation is located on *Blackboard*]:
- Group members will decide among themselves which roles they will perform for each activity
- Activity Choices - Ideas for related activities could be taken from required text, pcentral.com, or any suitable resource (or create your own)
- Presenting group is responsible for ALL aspects of the presentation per *Sport Education* model indications [specific information will be reviewed during class]
- Each student will receive two grades – individual grade (75%) and group grade (25%). (Rubric Criteria for evaluating your *Sport Education* Learning Activity Presentation is located on *Blackboard*)

Presentation #2 Tactical Games Model

- You will be assigned a group and will prepare & present one scheduled *Tactical Games* designed/modified lesson using the following criteria_– (Rubric Criteria for evaluating your *Tactical Games* Learning Activity Presentation is located on *Blackboard*)
- Each assigned group will develop and present a Tactical Games lesson that relates to the assigned activity [Template for each individual presentation is located on *Blackboard*]:
- Activity Choices - Ideas for related activities could be taken from required text, pcentral.com, or any suitable resource (or create your own)
- Student presenting is responsible for ALL aspects of the presentation [specific information will be reviewed during class]

General Presentation Information

- Presentation and development of an activity:
 - That relates to and strengthens basic skills (Skills Lesson)
 - That relates to and strengthens basic/specific game skills (Game Related Lesson)
- Example - a lead-up activity or progressive game (presentation objectives should relate to skill criteria chosen)

- Some aspects of cognitive thought and cooperative strategy and/or teamwork should be included.
- There should also be some mention as to how this/these skill[s] relate to other learning strands [exercise physiology, biomechanics, motor learning, social/psychology, aesthetics, and history].
- Make constant referrals/cues during your lesson of your activity's relevance to the game/unit being taught!
- As you plan, develop presentations/lessons to insure maximum on-task time/participation/activity time for each student - *strive for maximum student involvement.*
- Be creative, innovative, and resourceful as you plan and implement these lessons.
- Assigned presentation groups and activity will be distributed during second or third class session
- Your presentation group will teach lesson to remainder of class.
- There is no set time frame for presentations – quality presentations are expected

Requirement #4 Mid-Term Exam [10%] 100 Points

Requirement #5 Rubric/Assessment [5%] 50 Points

- Rubric development - Rubric located on Blackboard - You will be create/develop a rubric on the basic skills relative to the activity chosen.

Requirement #6 Motor Skills Development 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 throughout this course on the motor skills relative to field and invasion games. *Students not reaching the **competency level** will be given an incomplete and will be given a specific time frame and guidance to improve their motor skills. This could include intense practice and/or enrolling in an activity class that reinforces and improves the skills to the indicated competency level. At that time, student will be re-evaluated for their motor skill. If student does not reach the **competent level**, student will receive an F and will need to retake the course. Rubric located on Blackboard.*

* This assignment is one of the designated performance-based assessments for the PHED Program and results will be uploaded on Blackboard for accreditation purposes.

Requirement #7 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, instructional worksheets, in class group reflection 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.

FINAL EXAM Written Objective [10%] 100 Points

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

• **Course Performance Evaluation Weighting**

Participation - <i>Attendance = 10 points/class.</i>	15%	150 Points
✓ Worksheets	20%	200
✓ Individual Learning Activity Pres.	20%	200
✓ Mid Term Exam	10%	100
✓ Rubric/Assessment	5%	50
✓ Motor Skills Development	10%	100
✓ Activity Portfolio	10%	100
✓ Final Exam	10%	200
TOTAL	100%	1000 Points

Grading Policies

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

Professional Dispositions Students are expected to exhibit professional behaviors and dispositions at all times.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

PHED 275 Agenda FALL 2016		
<i>Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</i>		
Class/Date	Topic	Reading/Assignments Due
1 9/1	<ol style="list-style-type: none"> 1. Introduction – Review of Syllabi - Requirements 2. Fielding and Invasion Games - Locomotor Travel/Space Awareness, Effort & Relationships Skills [pp] & [activity] 	<ul style="list-style-type: none"> • Obtain required email attachments • Obtain required text
2 Invasion 9/8	<ol style="list-style-type: none"> 1. ES – MS – HS Curriculum Review [overhead] 2. Sport to Skill [overhead] - Instructional Skill Themes 3. Game Worksheet review & assignment expectations –Team Handball 4. Review/prep Throwing and catching <u>skills worksheet</u> 5. <i>Sample Progression of Activities that lead up to Team Handball [activity]</i> 	<ul style="list-style-type: none"> • Read Chapter 3 • Read Chapter 20, Team Handball • Read F & I Games related Movement Skills [bba]

<p style="text-align: center;">3 Invasion 9/15</p>	<ol style="list-style-type: none"> 1. Team Handball/Water Polo Videos – Game Similarities 2. Worksheet review: <ul style="list-style-type: none"> • Chasing, Fleeing & Dodging Skills • Kicking & Punting Skills • Ball handling/dribbling Skills 3. Chasing, Fleeing & Dodging Instruction [pp] 4. Movement Skills Critical Elements Instruction & [activity] 	<ul style="list-style-type: none"> • Distribute activity groups and presentation dates • <i>Instructional Skill Themes - Instructional Worksheet Due</i> • Review Critical Elements information on Blackboard • <i>Chasing, Fleeing & Dodging - Skills Worksheet Due</i> • <i>Kicking & Punting - Skills Worksheet Due</i> • <i>Ball handling/dribbling - Skills Worksheet Due</i>
<p style="text-align: center;">4 Invasion 9/22</p>	<ol style="list-style-type: none"> 1. Review Motor Skill Development Requirement 2. Team Sports Specifications Instruction Group Activity 3. Intro to Sport Education Model [pp] 4. Implementing Sport Education Model with Team Handball [Model activity] 	<ul style="list-style-type: none"> • <i>Team Sports Game Specifications – Instructional worksheet review</i>
<p style="text-align: center;">Invasion 9/29</p>	<ol style="list-style-type: none"> 1. Review Sport Ed Model “lesson plan” group preparation template 2. Learning Strands [pp] 3. Rink’s Activity Stages [ovhd] 4. <i>Sample Progression of Activities that lead up to Flag Football [activity]</i> 	<ul style="list-style-type: none"> • Read Flag Football Worksheet [bba] • Review/prep Learning Strands worksheet • <i>Team Sports Game Specifications – Instructional worksheet Due</i>
<p style="text-align: center;">6 Invasion 10/6</p>	<ol style="list-style-type: none"> 1. Review MS Unit Plan – Flag Football [ovhd/handout] 2. <i>Sample Progression of Activities that lead up to Soccer [activity]</i> 3. Sport Education Presentation Group #1 [Chasing, Fleeing & Dodging – Flag Football] 	<ul style="list-style-type: none"> • Read Chapter 13 Soccer • Read Soccer Worksheet [bba] • <i>Learning Strands - Instructional Worksheet - Due</i>
<p style="text-align: center;">7 Invasion 10/13</p>	<ol style="list-style-type: none"> 1. <i>Sample Progression of Activities that lead up to Basketball [activity]</i> 2. Sport Education Presentation Group #2 [Kicking & Punting – Soccer] 	<ul style="list-style-type: none"> • Read Text Chapter 5 Basketball
<p style="text-align: center;">8 Invasion 10/20</p>	<ol style="list-style-type: none"> 1. Mid-Term Exam 2. Review Basketball worksheet 3. Rubric (<i>Requirement #5</i>), Authentic Assessments [pp] 4. Sport Education Presentation Group #3 [Ball handling/Dribbling – Basketball] 	<ul style="list-style-type: none"> • Read Basketball worksheet [bba]

<p>9 Invasion LHI 10/27</p>	<ol style="list-style-type: none"> 1. Worksheet review - Striking skills w/ long-handled implements 2. Worksheet #5 Prep – Sport Education project synopsis 3. Review Tactical Games Model “lesson plan” group preparation template 4. Implementing Tactical Games Model with Sample Progression of Activities that lead up to Hockey [Model activity] 	<ul style="list-style-type: none"> • <i>Striking w/ long- handled implements - Skills Worksheet Due</i> <p>Sport Education project synopsis Worksheet Prep – <i>Compilations of group presentation of Sport Education presentation. Gather all info and paste into assigned template on BB to be handed in on week 12.</i></p>
<p>10 Invasion LHI 11/3</p>	<ol style="list-style-type: none"> 1. Field Hockey/Ice Hockey Video – Group Compare/Contrast 2. Hockey <i>Sample Progression of Activities that lead up to LAX [activity]</i> 	<ul style="list-style-type: none"> • Read Hockey worksheet [bba]
<p>11 Invasion LHI 11/10</p>	<ol style="list-style-type: none"> 1. Review rubric of Motor Skills Development (Req. #6) 2. Review LAX Worksheet 3. Tactical Games Presentation Group #1 [Long-handled Implements – Hockey] 	<ul style="list-style-type: none"> • Read Chapter 11 Lacrosse • Read Lacrosse worksheet [bba]
<p>12 Fielding 11/17</p>	<ol style="list-style-type: none"> 1. Fielding Games – [pp] 2. Sample Progression of Activities that lead up to Softball [activity] 3. Tactical Games Presentation Group #2 [Long-handled Implements – Lacrosse] 	<ul style="list-style-type: none"> • <i>Naismith – Instructional Worksheet Due</i> • Sport Education project synopsis - <i>Instructional Worksheet Due</i>
<p>13 Fielding 12/1</p>	<ol style="list-style-type: none"> 1. Developmentally Appropriate Physical Education- [pp] 2. Tactical Games Presentation Group #3 [Throwing & Catching, Striking – Softball] 	<ul style="list-style-type: none"> • Read Chapter 20 Ultimate • Read Chapter 15 Speedball • Portfolio Requirement Due • Read Softball Worksheet [bba]
<p>14 Fielding 12/8</p>	<ol style="list-style-type: none"> 1. Review Required Safety Protocols 2. Baseball/Softball Group Reflection Activity 3. Review for Final Exam, (“Clean-Up Lose Ends”) 	<ul style="list-style-type: none"> • Return Portfolios • Read Chapter 14 Softball • Rubric Requirement Due
<p>Final Exam 12/15 Thursday 10:30-1:15</p>		

Key: **bba** = Blackboard attachment, **pp** = PowerPoint presentation [on Blackboard], **ovhd** = overhead projector

Skill Worksheets	Instructional Worksheets
<i>Throwing & Catching Skill</i>	Instructional Skill Themes
<i>Chasing, Fleeing & Dodging Skills</i>	Team Sports Game Specifications
<i>Kicking & Punting Skills</i>	Learning Strands
<i>Ball handling/dribbling Skills</i>	Naismith
<i>Striking skills w/ long- handled implements</i>	Sport Education Project Synopsis

Sample Progression of Activities that lead up to:
Team Handball
Flag Football
Soccer
Basketball
Hockey
Softball