

**George Mason University  
College Of Education and Human Development  
Health and Physical Education**

PHED 273 001– Net and Target Games  
3 credit hours, Spring 2019  
Thursday 10:30 am – 1:10 pm; RAC 2203 & Linn Gym – Fairfax Campus

**Faculty**

Name: Mrs. Nancy Jacobson  
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**Prerequisites/Corequisites**

Notes: Open to BPRE and BSED PHED majors only.

**University Catalog Course Description**

Skill and content knowledge in net and target games. Includes skill progression, strategies, officiating, and authentic assessment in games such as volleyball, golf, tennis, and badminton.

**Course Overview**

N/A

**Course Delivery Method**

This course will be delivered using a lecture and lab format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

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.

## Professional Standards

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

National Standards For Initial Physical Education Teacher Education(2017), SHAPE America.

Standard 1: Content and Foundational Knowledge	Physical education candidates1 demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program
Standard 2: Skillfulness and Health-Related Fitness	Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
Standard 3: Planning and Implementation	Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
Standard 4: Instructional Delivery and Management	Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.
Standard 5: Assessment of Student Learning	Physical education candidates select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.
Standard 6: Professional Responsibility	Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

## Recommended texts

Graham, George. Holt/Hale, Shirley Ann. Parker, Melissa 2012. *Children Moving 9th Edition*. New York, NY: McGraw Hill.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Students are solely responsible for submitting assignments on time and for obtaining any class information from classmates on lecture notes, updates, changes of calendar and handouts due to absences.

Assignments and tests must meet deadlines or no credit is earned. Computer and printer failures are not excused. Advance approval from the professor is needed for exceptions. Only extreme emergencies and university-sponsored functions are exempt from this policy.

Your GMU email address and Blackboard (//blackboard.gmu.edu) are required in this class. You will retrieve assignments and course materials from these sites. Individual assignments are graded on the point basis designated in parenthesis.

### **Assignments and/or Examinations**

**Requirement #1 - Sport Specifications Informational Worksheets & Out of Class Activities (8)**  
[20%] 200 points = 20 points each

Sport Specifications Informational 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 turn in the worksheets 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.
- **Out of Class Required Activities:**
  - ✓ Each student will play a minimum of 9-hole round of golf at a reputable golf course [not miniature golf!] and keep score. Upon completion, student will submit their scorecard issued by the golf course to suit the requirement.
  - ✓ Each student will bowl 3 games at a reputable bowling establishment and keep score [Score sheets will be available on Blackboard for use during activity]. Upon completion, student will submit their score sheet as well as some official paperwork indicating the bowling establishment [score sheet from the establishment, computer printout of games scores, etc.] to suit the requirement.

**You are on your honor to complete each activity in a professional manner. Have fun, learn and bear in mind that you are a patron, future physical educator and representative of Mason CEHD RHT.**

**Requirement #2 - Mid-Term Exam [10%] \_\_\_\_\_ 100 Points**

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

**Requirement #3 Related Critical Elements Activity Group Presentation [10%] 100 points** - Each student in their assigned Critical Element Skill group will develop and present an assigned skill or activity themed presentation that relates to their assigned Critical Elements

- Each group member will prepare & present one presentation using the criteria observed and experienced from the model presentation

- Skill or Activity Themed Presentation Choices - Ideas for related activities could be taken from related texts, books, pcentral.com, or any suitable resource with credit to the source (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:

- Example - a lead-up activity, practice/drill or progressive game (presentation objectives should relate to skill criteria assigned)
- Make constant referrals/cues during your presentation of your activity's relevance to the assigned skill
- 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 the presentation.
- 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 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 throughout this course on the motor skills relative to volleyball, tennis, badminton, table tennis, bowling and golf. *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.*

### Requirement #5 FINAL EXAM Written Objectives [20%] 200 Points

- Multiple-choice, comprehensive to include classroom lecture, discussion, worksheets, above requirements & text reading references.
- **Other Requirements**  
Participation [20%] - 200 pts (14.28 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.

Overview:

✓ Participation [15 class]	20%	200 Points	<i>Attendance = 13.33 points per class</i>
✓ Mid Term		10%	100
✓ Worksheets [8]		20%	200 25 each
✓ Related Critical Elements Activity Group Presentation		20%	200
✓ Motor Skills Development		10%	100
✓ <u>Final Exam</u>		20%	<u>200</u>
✓	<b>TOTAL</b>	<b>100%</b>	<b>1000 Points</b>

**Grading (Rubrics for each assignment noted above are definitively displayed on Blackboard site)**

A = 94-100%	940 – 1000	C+ = 77-79%	770 - 799
A- = 90-93%	900 – 939	C = 74-76%	740 - 769
B+ = 87-89%	870 – 899	C- = 70-73	700 - 739
B = 84-86%	840 – 869	D = 60-69%	600 - 699
B- = 80-83%	800 – 839	F = Less than 60%	599 and less

## Class Schedule PHED 273 Agenda - Spring 2019

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topics	READINGS/ASSIGNMENTS DUE
1 1/24 Striking Skills	<p>L Introduction – Class protocols, Review of Syllabi/Agenda</p> <p>L Net Games [pp] - Locomotor Travel/Space Awareness, Effort &amp; Relationships Skills – <i>Graham’s Wheel Sport to Skill - Graham’s Wheel</i> [C] - Instructional Skill Themes</p> <p>L Worksheet Req. review (Activity, Skill) – procedure, expectations</p> <p>A Equipment Preparation – set up standards in Cage Gym – set up teams</p> <p>A Sample Progression of Activities that lead up to Volleyball [activity]</p> <p>A Related activity – Rally Volleyball</p>	<p>A <i>Volley/Striking Skills - Volleyball Activity Reference Material located on Blackboard</i></p>
2 1/31 Striking Skills	<p>L Curriculum Overview/Review – ES, MS, HS</p> <p>L Visual Tracking [pp]</p> <p>L <i>Related Critical Elements (Striking) Review</i></p> <p>A Equipment Preparation – set up standards in Cage Gym – set up teams</p> <p>A <i>Related Critical Elements (Striking) ACTIVITY DEMO</i></p> <p>A Related activity – Rally Volleyball</p>	<p>1. <i>Volley/Striking Skills - Volleyball Activity Reference Material located on Blackboard</i></p>
3 2/7 Striking Skills	<p>L <i>Sample Progressive activities &amp; modifications to Volleyball</i></p> <p>L Timed Games/Activities [pp]</p> <p>L <i>Related Critical Elements (Striking) Review - Striking Skills Critical Elements</i></p> <p>A Related activity – overhead, forearm pass drill, “Serve Em Up”, “Crazy Volleyball”, “Score-Score-Score”</p> <p>A Teaching game rules, scoring and rotational procedure</p>	<p>• <i>Volley/Striking Skills - Volleyball Activity Reference Material located on Blackboard</i></p> <p>A <i>Related Critical Elements (Striking) ACTIVITY Group Presentation</i></p>
4 2/14 Striking Skills	<p>L <i>Net Sport Specifications Volleyball worksheet review</i></p> <p>L In class activity – development of a Round Robin Tournament</p> <p>A Distribute Volleyball activity groups - Related activity, drills &amp; progressions, teaching game rules, scoring and procedure</p> <p>A Team Play procedures/expectations</p> <p>A Heart Rate Volleyball</p>	<p>• <i>Volley/Striking Skills - Volleyball Activity Reference Material located on Blackboard</i></p> <p>L <i>Net Sport Specifications Volleyball worksheet due</i></p> <p>A Assessment Practice for students during Round Robin Tournament [&amp; Wallyball?]</p>
5 2/22 Target Skills	<p>L <i>Underhand Toss Specifications Bocce Ball, Horseshoes &amp; Bowling worksheet review</i></p> <p>L <i>Related Critical Elements (T/C) Review</i></p> <p>A Bowling - Related activity, drills &amp; progressions, teaching game rules, scoring and procedure</p>	<p>• <i>Throwing &amp; Catching / Bowling Activity Reference Material located on Blackboard</i></p> <p>L <i>Underhand Toss Specifications Bocce Ball, Horseshoes &amp; Bowling worksheet due</i></p> <p>A <i>Related Critical Elements (T/C) ACTIVITY Group Presentation</i></p>
6 2/28 Target Skills	<p>L <i>Sample Progression of Activities that lead up to Bowling [activity]</i></p> <p>A Group Activity – Design Target Activity [with guided prep] – Bocce Ball, Horseshoes, Disc, “creative” – that includes activity rules, scoring and procedures</p>	<p>A <i>Throwing &amp; Catching / Bowling Activity Reference Material located on Blackboard</i></p>
7 3/7 Target Skills LHI	<p>L <i>Related Critical Elements (LHI) Review</i></p> <p>A Group Developed LHI Target Activity [with guided prep] – golf, croquet, “creative” – that includes activity rules, scoring and procedures</p>	<p>L <i>Throwing &amp; Catching / Bowling Activity Reference Material located on Blackboard</i></p> <p><b>Mid-term Exam</b></p>

3/14		Spring Break		
8 3/21 Target Skills LHI	L	<i>Target Game Specification - Golf worksheet review</i>	A	<i>Target Game Specification - Golf worksheet due</i>
	L	<i>Sample Progression of Activities that lead up to Golf [activity]</i>	A	<i>Related Critical Elements (LHI) ACTIVITY</i>
	A	Golf - Guest Presenter Tim Weaver		
9 3/28 Target Skills SHI	L	<i>Related Critical Elements (SHI) Table Tennis, Pickleball Review</i>	•	<i>Short Handed Implements / Tennis, Table Tennis, Pickleball Reference Material located on Blackboard</i>
	L	<i>Net Sport Specifications Tennis, Table Tennis, Pickleball worksheet review</i>	•	<i>Net Sport Specifications Tennis, Table Tennis, Pickleball worksheet due</i>
	A	Related activity, drills & progressions – Pickle-ball & Table Tennis - grip, rally, strokes, ready position	A	<i>Related Critical Elements (SHI) Table Tennis, Pickleball ACTIVITY</i>
10 4/4 Target Skills SHI	L	<i>Net Sport Specifications Tennis, Badminton, Table Tennis, Pickle-ball worksheet review</i>	•	<i>Short Handed Implements / Badminton Reference Material located on Blackboard</i>
	L	<i>Related Critical Elements (SHI) Badminton Review</i>	•	<i>Net Sport Specifications Tennis, Badminton, Table Tennis, Pickle-ball worksheet due</i>
	A	Badminton & Table Tennis - drills & progressions, teaching game rules, scoring and procedure	A	<i>Related Critical Elements (SHI) Badminton ACTIVITY</i>
11 4/11 Target Skills SHI			•	<i>Short Handed Implements / Tennis, Table Tennis, Pickleball Reference Material located on Blackboard</i>
12 4/18 Target Skills SHI	L	<i>Net Sport Specifications Tennis, Badminton, Table Tennis, Pickle-ball worksheet review</i> ○ Tennis - grip, volley, ground strokes, ready position, serve	•	<i>Net Sport Specifications Tennis, Badminton, Table Tennis, Pickle-ball worksheet due</i>
	A	Distribute activity pairings – drills & progressions, procedures, expectations, Tennis Singles/Doubles Play – On court		
13 4/25 Target Skills SHI	A	<i>Tennis Guest Presenter on court - Doug Kegerreis</i>	A	<i>Guest Presenter on court</i>
14 5/2 Target Skills SHI	L	<i>Sample Progression of Activities that lead up to Tennis [activity]</i>	A	Assessment Practice for students during Round Robin Tournament
	L	In class activity – development of a Round Robin Tournament		
	A	Distribute activity pairings –Tennis Singles/Doubles Play – On court		

Final Exam 5/? Thursday 10:30 – 1:15 PM

Key: pp = Power point presentation [on Blackboard]

L = Lecture

A = Activity

Course schedule may change with notification to students.

**Professional Dispositions** See <https://cehd.gmu.edu/students/policies-procedures/>  
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 Mason 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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