RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

COURSE TITLE: Motor Skill Development for Life: Wellness II/
PED 208.01 / fall 2010 Tuesday/Thursday 11:00-***12:50***
Murray Center Room 202

INSTRUCTOR: Dr. Kerri Tunnicliffe
OFFICE: Murray Center 141
OFFICE HRS: M, W 12:30-1:30, T, TH 10:00-11:00. The best way to see me is by making an appointment.
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COURSE INFORMATION:

Prerequisites: Pass PED 206 with the grade required by the HPE department (Please bring in an unofficial transcript with PED 206 highlighted the second day of class).

Required Texts:
Mood, D. P., Musker, F. F., & Rink, J. E. (2007). *Sports and recreational activities*.
(14th Ed.) Boston: McGraw-Hill. (ISBN: 0073045306)

Class Format:
Classes will consist of a combination of lecture / discussion and laboratory sessions led by the instructor and class members. Full participation in all class discussions and lab sessions is expected.

COURSE DESCRIPTION:
Catalog Description:
Basic competencies are developed in a variety of individual and dual sports. Included are skill analysis, strategies, rules, and history relevant to the activities. Emphasis is on individual and dual sports and their relationship to the development of wellness concepts. This course is offered fall and spring semester. It is a 3-credit course, which meets 4 hours per week throughout the semester.

Extended Description:
Through lecture and laboratory experiences, students will be introduced to all aspects of individual and dual sports. An understanding of basic movement and mechanical principles will be developed through skill analysis. Rules, history, equipment and tactics will be discussed in addition to mastering skills and game concepts. The history of individual and dual sports and how sports have been modified through the years will be explored.

Relationship to Professional Programs:
This is a required course for Physical Education majors offered by the Physical Education Department. It provides students an opportunity to learn basic techniques and tactics for a variety of individual and dual sports and activities. An understanding of these concepts is necessary to be able to evaluate performance, introduce sports to others.

Relationship to Conceptual Framework and FSEHD:

Planning, acting and reflection are integral components occurring throughout this course. They can be evidenced most noticeably in specific student assignments such as researching an individual/dual sport then presenting it to the class. Through a computer generated lesson plan to show the skills and concepts students will evaluate themselves, as well as others, for each sport presented. Students will explore web sites to identify and research appropriate activities for the sports presented in class. A multicultural approach will be taken by introducing individual/dual sports from many different regions of the world.

COURSE OBJECTIVES:

Students will:

1. grasp the principles of movement and be able to apply these principles when observing and executing movement patterns (C.F. Knowledge; RIPTS 1, 2; NASPE 1). Assessed through participation, peer assessments and self assessments.
2. be able to observe a skill and make appropriate adjustments in body mechanics (C.F. Knowledge; RIPTS 1.2; NASPE 1). Assessed through peer teaching.
3. comprehend the terms basic movement, fundamental movement pattern, fundamental skill, and sport specific skill as well as how they are related (C.F. Knowledge; RIPTS 1, 2; NASPE 1). Assessed through quizzes, exams, peer and self observation and peer teaching.
4. understand and analyze a variety of strategies associated with individual and dual games (C.F. Knowledge; 1, 2; NASPE 1). Assessed through the closing activity assignment.
5. be able to develop and follow a teaching progression for mastering each skill (C.F. Pedagogy; RIPTS 3; NASPE 2). Assessed in the research paper assignment and the peer teaching (stations).
6. understand the concepts and strategies for each sport (C.F. Knowledge; RIPTS 2; NASPE 2). Assessed through the research paper, peer teaching (stations) and closing activity assignments.
7. develop a resource book containing information on each sport presented for future reference.
8. learn activities that promote teamwork, communication, cooperation, and trust (RIPTS 6, NASPE 4). Assessed through the resource book assignment.
9. complete comprehensive research on various individual and dual sports (C.F. Knowledge; RIPTS 2, 3, 4 NASPE 1, 2, 3). Assessed through the research paper assignment.

***TENTATIVE* COURSE SCHEDULE, TOPICS, AND ASSIGNMENTS**

Date	***Topic/Today's Events***	***Ch***	***Assignment Due Today***
8/31 T	-Introduction to class and to teaching -Discuss plagiarism		*Research a current event in P.E. *Write overview of the article and pass it in on the date you are assigned *HW 1. Explain how you like the activities listed 1st as a STUDENT; 2nd as a TEACHER 2. Curricular Models
9/2 TH	Play games used in Physical Education classes today		*HW Read the Hall of Shame articles and type if your opinion has changed from last night's HW assignment
9/7 T	-Analyze games from last class -Discuss warm up activities, stations, and closing activities and the purpose of each. -Demonstrate warm up activities, stations, and closing activity related to content.		*Pass out content areas *HW Create a progression of skills based on one of your content area
9/9 TH	- Stages of learning & NASPE standards - Discuss progressions and stages of learning - Discuss a basic rubric to determine what you are looking for when teaching		*Partners will create a station based on the content area assigned. *HW Create a rubric based on three stages of learning
9/14 T	-Discuss curricular models and teaching styles - Discuss making a task easier and harder based on the stage of learning of the student -Discuss rubrics		* Partners start to teach their station while other students use rubric to assess students.
9/16 TH	-Partners teach station while other Ss utilize the rubric to determine Ss learning -Discuss job as the teacher during the lesson (review feedback, monitoring) -Review the proper way to cite a source		**See page 4 for specific due dates for all assignments.
9/21 T	Teaching Styles Lab		
9/23 TH	Disc Golf	11	**Dates for activities MAY change; this is just an idea of which activities will be covered**
9/28 T	Bowling 4 Step Approach	9	
9/30 TH	Pickle-ball Forehand/ Flick Serve	23	
10/5 T	Shot Put	39	
10/7 TH	Self Assessment		
10/12 T	NO CLASS: MONDAY CLASSES MEET TODAY		
10/14 TH	Mid Term Exam		Self Assessment Due
10/19 T	Badminton Overhead clear/Serve	6	
10/21 TH	Orienteering (Map & Compass Reading)	22	
10/26 T	Orienteering	22	
10/28 TH	Discus	39	
11/2 T	Muscular Strength/Endurance	42	
11/4 TH	Yoga/Flexibility	LB	
11/9 T	Racquetball Roll Out/Lob serve	24	
11/10 Wed.	Th. CLASSES MEET TODAY Golf Put & Chip	2	
11/16 T	Tennis Backhand/Serve	37	
11/18 TH	Cardiovascular Endurance Aerobic/anaerobic	14	
11/23 T	Long Jump	39	
11/25 TH	THANKSGIVING NO SCHOOL		
11/30 T	Cooperative Games/Adventure Education	LB	Resource Book Due
12/2 TH	Self Assessment		
12/7-12/9	Technical Assessment		Self Assessment due 12/7
12/13-17	Final Exam		

*You have the option of teaching in groups of two. If you chose this option, the group will be responsible for passing in ***one*** research paper, ***one*** warm up, and ***three*** stations per topic you are assigned. All partner assignments will receive one grade.

COURSE REQUIREMENTS: **Students are encouraged to contact the professor immediately when additional help is needed or when conflicts with class expectations and /or meetings arise. The instructor reserves the right to change the syllabus at any point in the semester.**

1. **Quizzes and Homework: 5%:** - Complete to a satisfactory level quizzes and in-class or homework written assignments. Be prepared for quizzes that may be UNANNOUNCED. These will cover reading assignments and class material. *There will be NO MAKE UPS for missed quizzes.* (RIPTS 2, 3; NASPE 1, 2, 6).

2. **Self-assessments 5%** - Two self-assessments will be completed of your competency level for techniques on specified individual and dual sports chosen by the professor at the mid-term and final point of the semester. (RIPTS 10; NASPE 8). See assignment and rubric on blackboard. Assignments *DUE: Thursday, October 14th and Tuesday, December 7th*

3. **Peer Analysis 5%** - Students will observe and analyze at least one peer who is participating in a designated sport. Your job will be to be their partner OR be in the same area as the person you are observing to be able to analyze them completely (RIPTS 1, 2; NASPE 1). The assessment of your peer is DUE the next class after you observe. See assignment and rubric on blackboard.

4. **Closing Activity 5%** - Students will present a closing activity for at least one individual and dual sports presented in class. (RIPTS 1, 2, 5 NASPE 1, 6). ***An electronic copy of the paper is due to the professor TWO weeks prior to the due date by 10 am. After changes are made based on the professor's comments, the paper must be posted on the discussion board of blackboard and Safe Assign TWO days prior to the assigned presentation date by 10 a.m. The first draft and modifications of the paper are due electronically to the professor the day you teach by 11 am.*** This game should be in your own words not copied or photocopied. See assignment and rubric on blackboard. (RIPTS 2, 3, 6; NASPE 1, 2, 4).

5. **Individual and Dual Sport Analysis and Presentation 50%** - Students will be assigned TWO individual or dual sports to research. The analysis will take a holistic approach in showing the techniques and tactics involved with the assigned sports. There are three parts to this assignment:

A. ***Class presentation 10% (5% for each presentation):*** Students will follow the designated format to introduce the rules, skills, warm up, and tactics of the sport. See assignment and rubric on blackboard. (RIPTS 2, 3, 6; NASPE 1, 2, 4).

B. **Stations 20% (10% for each station presentation):** Students will follow the designated format to plan for three stations in the content area they were assigned. The same requirements apply here as the bold print under the closing activity assignment. These activities should be in your own words not copied or photocopied. See assignment and rubric on blackboard. (RIPTS 2, 3, 6; NASPE 1, 2, 4).

C. ***Research Paper 20% (10% for each research paper):*** This report is a computer-generated paper following the designated format. The report will serve as an introduction to the sport to be used as a reference by those who are unfamiliar to the sport. The same requirements apply here as the bold print under the closing activity assignment. See assignment and rubric on blackboard. (RIPTS 2, 4, 6 NASPE 1, 3, 4**).**

6. **Exams 20%** - Two exams will cover class notes, handouts, class discussions and sport rules, history, sport specific skills, game tactics and strategies (RIPTS 1, 2, 3; NASPE 1, 2).

7. **Resource Book 10%** - Develop a comprehensive resource book detailing every sport presented in class, class notes, lead-up games and other related materials for individual and dual sports. This resource book is to be **completed individually and in your own words**, computer generated and passed in on a thumb drive or CD. See assignment and rubric on blackboard (RIPTS 2; NASPE 1)**.** *DUE: Tuesday, November 30th*

EVALUATION:

5%	Quizzes and Homework
5%	Self Assessments
5%	Peer Assessment
5%	Closing Activity
10% (5% per presentation)	Sport Presentation
20% (10% per presentation)	Stations
20% (10% per paper)	Research Paper
20%	Exams
10%	Resource Book
100%	

GRADING SCALE

Letter Grade Earned	Percentage of Points Earned	Description of Learning Accomplished
A A-	94-100 90-93	Exceptional Learning Accomplishment
B+ B B-	87-89 84-86 80-83	Above Average/Superior
C+ C C-	77-79 74-76 70-73	Average
D+ D D-	67-69 63-66 60-63	Below Average/Inferior
F	< 60	Inadequate demonstration of learning to pass course

***** THERE IS A SPECIFIC GRADE REQUIREMENT FOR THIS CLASS DEPENDING ON WHEN YOU ENTERED RHODE ISLAND COLLEGE. BE SURE TO CHECK THE READ AND HEED ONLINE TO BE SURE YOU ARE FULLY AWARE OF THE GRADE EXPECTATIONS FOR THIS CLASS.**

** All students going into the public schools to observe or teach MUST have a CURRENT BCI check PRIOR to entering the school. This is a FSEHD requirement. Any issues with BCI's are automatically handled by the dean of the FSEHD. Please see the link provided for more details http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php.

You must go to the HPE Department website and click on "Important Information for Students" to download the forms: **HEALTH HISTORY QUESTIONNAIRE and RESPONSIBILITIES OF STUDENTS AND FACULTY IN ACTIVITY COURSES. These need to be completed, signed and returned to the professor before you can participate in the course.

** To access blackboard see the following steps:

- Go to the RIC main page
- Click on line service in the top right hand corner of the page
- Go down to WEBCT/Blackboard and click on blackboard
- Use your login from your email account

Expectations: Please read this page carefully and see the professor with any questions.

1. **Be sure to contact the professor IMMEDIATELY when any part of the class becomes confusing, extra help is needed or conflicts with class time arise.

2. All assignments will be emailed to the professor no later than 10 am the day the assignment is due.

3. All electronic correspondence will be done via the RIC email system and/or the home page of blackboard. All assignments will be posted on blackboard from the beginning of the semester.

4. All assignments must be computer generated, double spaced, with one-inch margins (unless otherwise noted). Deductions will be made for spelling errors and grammatical mistakes as well as the assignment not being computer generated double spaced, and/or incorrect margins.

5. Regular and prompt class attendance and ACTIVE participation in class discussions/activities are expected. Be prepared for class. All assignments and readings must be completed BEFORE the class for which they are assigned. Be ready to discuss and debate readings. (See professional development statement on page 9 for expectations.) In case of an absence, check with peers PRIOR to the next class meeting in order to be up to date in all class responsibilities. All assignments that are completed in class cannot be made up.
   - You will be responsible for reading all research packets the day the sport is being taught. You can find all packets on blackboard under discussions and then the sport. All papers will be posted two days prior by 11 am.

6. You will be allowed **TWO absences. USE THEM WISELY. Two early departures or late arrivals equal an absence.** *(late arrival means the professor has taken attendance and class has begun. Early departure is 10 minutes or more before the end of class). For the third and each subsequent absence, FIVE POINTS WILL BE DEDUCTED FROM YOUR *FINAL* GRADE.

7. Be punctual with all assignments.
   - Your grade will be lowered 10 points a day for each day an assignment is late (including all days we do not meet including weekends). Example: assignment is due Monday and you hand it in Thursday (minus 10 Monday, Tuesday, and Wednesday). The grade for the assignment will start at a 70 before it is even graded.
   - All assignments are due at 10 am on the date noted in the syllabus or specified by the instructor. **Work handed in after the start of class will be considered late.** Example: an assignment is due Monday at 10 am and the assignment is handed in at 1030 will start with a grade of 90.
   - Late assignments **will be accepted no later** than one week following the date due.

8. **A hard copy of the research paper, stations and closing activity are due to the professor TWO weeks prior to the due date by 10 am. After changes are made based on the professor's comments, the paper must be posted on the Discussion board on blackboard and on Safe Assign TWO days prior to the assigned presentation date by 10 a.m. The first draft and modifications are due to the professor the day you teach by 11 am. (A hard copy of the final draft of the stations and closing activity will also need to be handed in the day you teach).** **Failure to submit the assignment to blackboard on time is the equivalent of the assignment being late. (Safe Assign is a plagiarism component that is built into each assignment you submit to blackboard.)

9. The final draft of the assignment must be posted in two places:
   a. Safe Assign Final Draft of _____ assignment
   b. **2nd**: discussions find your sport and post your paper

10. If you have a question about a grade, talk to the professor **no later than one week after the grade is posted**.

Rhode Island College
3.9 ACADEMIC STADARDS

3.9.1 Academic Dishonesty

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- *Cheating*: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- *Fabrication*: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- *Plagiarism*: intentionally or knowingly representation the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
    - *Word-for-word plagiarism*: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
    - *Patchwork plagiarism*: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
    - *Unacknowledged paraphrase*: It is perfectly legitimate to set forth another author's facts or ideas in one' s own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39*)*

Many facts, ideas and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as " a rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") **but as a general rule, when one is in doubt, it is best to acknowledge the source**.

- *Collusion*: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- *Deception*: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- *Sabotage*: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- *Multiple Submissions*: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

RESOURCES:

Carr, G. (1997). *Mechanics of Sport.* Champaign Illinois: Human Kinetics.

Fronske, H. (2000). *Teaching Cues of Sport Skills.* Allyn & Bacon.

Griffin, L., Mitchell, S. & Oslin, J. (1997). *Teaching Sport Concepts and Skills: A Tactical Games Approach.* Champaign Illinois: Human Kinetics.

Great Activities Newspaper, Great Activities Publishing Co.

Hanlon, T. (1998) *The Sports Rules Book: Essential Rules for 54 Sports.* . Champaign Illinois Human Kinetics.

Mood, D. P., Musker, F. F., & Rink, J. E. (2007). *Sports and recreational activities*. (14th Ed.) Boston: McGraw-Hill. (ISBN: 0073045306)

Rohnke, K. & Butler, S. (1995). Quicksilver*: Adventure games, initiatives problems, trust activities and a guide to effective leadership.* Dubuque, Iowa: Kendall/Hunt Publishing Company.

www.pe4life.org
www.pecentral.com
www.gameskidsplay.net
www.greatactivities.net
www.pelinks4u.org
www.aaperd.org

OTHER:

Students' assignments may be duplicated and utilized anonymously for the Health and Physical Education Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.

STUDENTS WITH DISABILITIES: Request for Reasonable Accommodations (http://www.ric.edu/disabilityservices/faq.php)

Once accepted to the College, students with disabilities who want to request reasonable accommodations MUST contact and make an appointment with the Disability Services Office. The process of registering as a student with a disability includes three elements in order to be considered complete:

- Students are required to make an appointment to meet with the Office of Disability Services, Craig Lee, Room 127, 456-8061.
- Students should bring to this appointment, documentation of the disability from a qualified licensed professional. (See Disability Verification Documentation.)
- A Release of Information form must be signed by the student allowing the Disability Services Office to verify registration and eligibility for accommodations.

PROFESSIONAL DEVELOPMENT STATEMENT

Appropriate candidate dispositions are essential in the making of a quality, beginning teacher. The way one acts, looks, participates, attempts, is prepared, and feels about his/her self and profession are all part of the assessment of a candidate's disposition. These dispositions must be demonstrated on a daily basis throughout the semester. Teacher candidates will be expected to dress in appropriate attire suitable for a professional physical education teacher. Candidates will also be expected to act in a professional manner during each class.

These dispositions will be assessed regularly and point deductions (**up to 10 points per occurrence OFF YOUR FINAL GRADE**) will be given to candidates who are unable to demonstrate basic professional dispositions. The following is a daily checklist candidates should use to demonstrate appropriate dispositions.

A quality Physical Education Teacher Education Candidate will:

_____arrive on time.
_____ make sure electronics will not disturb the class (CELLS PHONES SHOULD NOT BE HEARD OR SEEN!)
_____remove hat and sunglasses during class time.
_____be prepared for class by reading assigned readings prior to the day the topic is discussed in class.
_____be prepared for class with a writing instrument, paper etc.
_____stay attentive and ACTIVELY participate in class.
It is okay – and expected to ask questions when something is unclear!
_____be able to link course topics with the profession and realize the importance of mastery of such topics by a professional physical education specialist.
_____demonstrate complete academic honesty at all times.
_____not pack up folders, notebooks, or other materials until class is dismissed.
_____always use appropriate language.

Observations/Teaching include all of the above as well as…

_____always look and act professional (Looking and acting professional is defined as but not limited to: no hat, collared shirt, and no extra piercing (no noise, lip, or tongue piecing while teaching.) Wind or khaki pants are permitted. Things not permitted: cargo pants, pants that are too low, shirts that are too high, and tags hanging out of pants {pants that are rolled over}).
_____be sure to turn your cell phone off while in the building.
_____Always be able to keep track of time on his/her own without the assistance of a cell phone or the cooperating teacher.
_____only say positive things about children, parents, peers, professors, or programs.
_____arrive early and stay late.
_____always smile and be friendly and professional.
_____always be energetic and willing to help.
_____always look and act professional (Looking and acting professional is defined as
_____never bring tobacco, alcohol, or any other substance to a school.

Modified from Darren Robert's original at ECSU (2006).

PED 208
Motor Skill Development for Life: Wellness II
Name: _____ Semester/Year: _____

Assignment	**Possible Points**	**Points Earned**	**Total Points Accumulated to Date**
1. Quizzes and Homework	5 points	_____ _____ _____ _____	_____
2. Self-Assessments	5 points Total	_____	_____
3. Peer Assessment	5 points	_____	_____
6. Closing Activity	5 points	_____	_____
5. Individual and Dual Sport Analysis and Presentation a. Class presentation 5 points each b. Stations 10 points each c. Research paper 10 points each	50 points total 10 points 20 points 20 points	C_____ C_____ S_____ S_____ R_____ R_____	_____
6 Exams Mid-term Final	20 points Total 10 points 10 points	 _____ _____	_____
7. Resource Book	10 points	_____	_____
DEDUCTIONS			
TOTAL POINTS EARNED	100 points		

- If you would like to figure out you're in class lab grade you need to calculate the average of the grades then multiply by .2. (Example: 98, 67, 80 are you quiz grades. Your average quiz grade is an 82. Then multiply 82 x .2 = 16.4)

- To get 10% of a grade just move the decimal point one place to the left (98 = 9.8).

- At any point in time you can figure out your grade by taking the total number of points and dividing by the maximum number of points completed at that given time. (Total points you earned 56, maximum points to this point 60. 56/60=93).

ric teaching/ped208/admin/spring 10 208 syllabus